

The English Companion

Communication Skills in English - 1
A Coursebook for Diploma in Polytechnics

Govt. of Kerala
Department of Technical Education
State Institute of Technical Teachers' Training & Research
(SITTTR), Kalamassery

**GOVERNMENT OF KERALA
DEPARTMENT OF TECHNICAL EDUCATION**

The English Companion

Communication Skills in English - 1

A Course book for Diploma in Polytechnics

Published by

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Preface

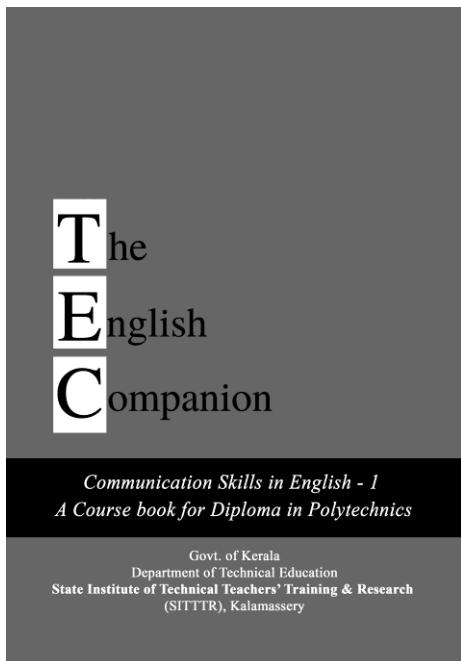
The English Companion (TEC) has been prepared for the first semester students of the Polytechnic Colleges in Kerala. Conceived and constructed in keeping with the English for Specific Purpose paradigm, this Coursebook primarily aims at developing the linguistic competency of the diploma engineer in the workplace along with developing their Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). It is hoped that the four modules in the coursebook, namely WWW, OTG, OCR and IVR, will help bridge the gap between the required language proficiency and the actual language competence of the learner. The activities in the coursebook are learner-centered, process-oriented and task-based, which facilitate maximum exposure in language learning.

I hope both the students and the teaching community will find this book useful and that it will evolve as an effective model for teaching English to technical students. This Coursebook has been developed by SITTTR, engaging language teachers from various Polytechnic Colleges and Universities. I place on record their whole-hearted support and creative contributions to the creation of this coursebook. I do acknowledge the sincere efforts of Dr. Aysha Swapna K.A., Assistant Professor of English, Farook College (Autonomous), Kozhikode in materializing this course book. I wish all learners a joyful experience and every teacher a fulfilling one. Constructive feedback and suggestions are welcome, as we are constantly striving towards perfection.

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Director (in charge)

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To the Teacher

TEC - The English Companion is an activity oriented coursebook designed for first semester diploma students of polytechnics in Kerala. It is ESP-based and created specifically for polytechnic students as per the AICTE model curriculum.

The coursebook is developed with a process based course plan and an integrated skill approach. All the four skills in language acquisition, viz., listening, speaking, reading and writing are approached in a systematic manner. In the first semester focus is on reading and writing. In the second semester, the practical language lab sessions seek to develop the speaking and listening skills of the students.

This coursebook aims at bringing about a balance between language learning for aesthetic purposes with meeting the requirements of communication at the workplace. The learning material focuses on technical English and efforts have been taken to include examples from real workplace contexts as much as possible. For that reason technical passages have been included in every module. Yet, care has also been taken to include instances students can relate to.

TEC strives to cater to the needs of the learners who wish to improve their reading, writing and critical thinking skills for personal or professional purposes. The course book contains four core readings of varying lengths and difficulty levels taken from the model curriculum proposed by the AICTE. They enable the learners to master skills in reading employing different strategies like skimming, scanning, inferring, summarizing, questioning and guessing the meaning of unfamiliar words from the context. The questions asked before a reading chunk motivate them to interact with the passage so as to encourage them to read the entire text.

The writing tasks are designed to give students hands-on experience in the major stages of the writing process. The coursebook also helps the students to learn those discourses that they may be required to use in their workplace environment.

Since this is an activity-cum-workbook, teachers are requested to involve students in all the activities and not skip any of them. To ensure such participatory learning, even the core texts have been divided into meaningful chunks. In the post reading sections, necessary questions to comprehend the

text, like vocabulary, grammar etc. have been introduced. Grammar does not stand out of context, independent of its practical usage but is completely incorporated into the context in which it is used. A particular grammatical unit is introduced when and where it has a practical bearing. For instance, the learning of passive voice is integrated into the section on process description.

The entire coursebook has been prepared based on the principle of outcome-based education. All activities are developed and sequenced to this end, thereby ensuring the proposed outcomes. For example, the reading passages have the desired outcome that the candidate reads with comprehension. The process of evaluation should also ideally follow the same method of ensuring the respective outcomes. The model question paper is just a suggested pattern, keeping in mind that alterations can be made according to the COs (course outcomes). Evaluation should lay emphasis on assessment of skills and competence in language use.

Taking into consideration the changing educational scenario, blended learning has been introduced wherever possible, so that the learner can glide seamlessly between online and offline modes.

The title *TEC* has been given guided by the fact that it is an English coursebook for technical students. All the modules in the coursebook have such three-letter technical titles which are dealt with in the respective modules. Thus, the titles WWW, OTG, OCR and IVR lead the learners into the world of English language blended with current technological advancements. To the question whether this would enable the learners to communicate effectively in English, the answer is another resounding three-letter word: YES!

We wish all the teachers a wonderful classroom experience!

Module I

WWW

Relationships can be deep and complex, yet highly worthwhile. So and even more profound and intricate is the worldwide network of information systems.



THE GIFT OF THE MAGI

(Abridged)

- O. HENRY

- 1.1. O. Henry's 'The Gift of the Magi' is the story of Jim and Della, a young couple of modest means who loved each other very much. The plot revolves around the struggle the couple had to undergo to buy surprise Christmas gifts for each other with the little money they had. The fifth paragraph of the story tells us about the most valuable things the poor couple possessed. Read the fifth paragraph which is given in bold and fill in the pre-reading column of the table given below.

STATEMENTS	PRE-READING	POST-READING
<i>What might be Jim's Christmas gift for Della?</i>		
<i>What might Della have bought for Jim?</i>		
<i>How do you think they managed to get money for the gifts?</i>		
<i>Do you think gifts play a great role in strengthening relationships?</i>		
<i>Write down four things/ideas that come to your mind when you think of the word 'gift'.</i>		

ONE dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by negotiating with the men at the market who sold vegetables and meat – negotiating until one's face burned with the silent knowledge of being poor. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas. There was clearly nothing to do but sit down on the shabby little couch and cry. So Della cried - which instigated the thought that life is made up of little cries and smiles, with more little cries than smiles.

While the lady of the home is slowly growing quieter, we can take a look at the home. Furnished rooms at a cost of \$8 a week. There is little more to say about it. In the hall below was a letter-box too small to hold a letter. There was an electric bell, but it could not make a sound. Also there was a card beside the door bearing the name: "Mr. James Dillingham Young." When the name was placed there, Mr. James Dillingham Young was having a brief period of prosperity. He was being paid \$30 a week. Now, when he was being paid only \$20 a week, the name seemed too long and important. It should perhaps have been an unassuming "Mr. James D. Young." But when Mr. James Dillingham Young entered the furnished rooms, his name became very short indeed. Mrs. James Dillingham Young put her arms warmly about him and called him "Jim." You have already met her. She is Della.

Della finished her crying and dried her face. She stood by the window and looked out unhappily at a gray cat walking along a gray fence in a gray back yard. Tomorrow would be Christmas Day, and she had only one dollar and eighty-seven cents to buy her husband Jim a gift. She had been saving every penny she could for months, with this result. Jim earned twenty dollars a week, which does not go far. Expenses had been greater than she had expected. They always are. Many a happy hour, she had spent planning to buy something nice for him. Something fine and rare -- something close to being worthy of the honour of belonging to Jim.

There was a tall glass mirror between the windows of the room. Suddenly Della turned from the window and stood before the glass mirror and looked at herself. Her eyes were shining, but her face had lost its colour within twenty seconds. Quickly she pulled down her hair and let it fall to its full length.

Now, Mr and Mrs. James Dillingham Young have two possessions which they valued. One was Jim's gold timepiece, the watch that had been his father's and his grandfather's. The other was Della's hair.

Glossary

negotiate (v)	– to reach an agreement by discussion
shabby (adj)	– in bad condition through long use or lack of care
instigate (v)	– to start something; to bring about
prosperity (n)	– the situation in which one is rich and successful
unassuming (adj)	– simple; without pretensions

1.1.1 Vocabulary in use

1. Despite his influential position, he has an personality. (Fill in the blank using the correct word from the glossary).
2. The government decided to suppress any move which instigates terrorism. Which of the three options given below can best replace ‘instigate’ in the sentence.
a) control b) prevent c) initiate
3. John repainted his mailbox because it was looking shabby. (Rewrite the sentence with ‘shabbiness’)
.....
4. Circle the four words in the table that are synonyms (same meaning) of ‘prosperity’

enthusiasm	fortune	loyalty	affluence
wealth	passion	riches	caution

Synonyms- words that mean exactly or nearly the same as another word.

5. We need to create an environment in which the business can (prosperity /prosper /prosperous) [Fill in using the correct form of the word)
6. Match the following:

The currency used in America is	100 cents
One US dollar equals	a penny
One-cent coin is commonly called	US dollar

7. Jim put his arms around Della.

- The underlined words in this sentence are (describing words, naming words, action words)

Naming words are called **NOUNS**

- There are four types of nouns.

Common noun – name of a person, place or thing used in a general sense.
e.g. girl, book, cat, bird

- Give more examples:-

.....,,
.....,,
.....,,

Nouns - 4 types

Proper noun - name of a particular person, place or thing.(always capitalized)
e.g. John, Ernakulam

- Add more examples

.....,,
.....,

Abstract noun – ideas, qualities and feelings that cannot be seen, heard or touched.

- Pick out the abstract nouns?
(beauty, Henry, justice, machine, stable, responsibility, variety)

Collective noun – names of groups or collection of persons, places, things and animals.

e.g. crowd, team, swarm, herd, flock, galaxy

- Fill in 1) a of ships
2) a of keys
3) a of sticks

⇒ Pick out the proper nouns and abstract nouns from the first two paragraphs of the story.

Proper nouns:-

Abstract nouns:-.....

- In the above sentence: ‘his’ is a ‘Pronoun.’

A **pronoun** is a word used instead of a noun

⇒ Given below are sentences from the text. Pick out the pronouns in the sentences and write them down in the table given below along with the nouns for which they are used.

- Della finished her crying and dried her face.

- b) Expenses had been greater than she had expected. They always are.
- c) There was an electric bell, but it could not make a sound.

Q.No	Pronoun	Replaced noun
a)		Della
b)	they	
c)		

1.1.2 Understanding the text

1. The impression that we get from the initial part of the story is that the couple led an extravagant life. — True or False.
2. List examples from the text which show that Jim and Della were poor.
 - a)
 -
 - b)
 -
 - c)
 -
3. Della was upset at the beginning of the story because
.....
4. Everything looked ‘gray’ to Della that morning because ‘gray’ symbolises
 - a) love
 - b) hope
 - c) frustration
5. The two treasured possessions of the family were and
.....

1.2 While gazing at her image in the mirror, Della was reminded of the prized possessions of the family. Which of these possessions do you think Della made use of for buying a gift for her husband? Or did she use both? How?

Had the Queen of Sheba lived in their building, Della would have let her hair hang out the window to dry just to depreciate the value of the queen's jewels. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard with envy.

So now Della's beautiful hair fell about her, shining like a brown waterfall. It reached below her knees and made itself almost like a covering for her. And then quickly she put it up again. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

Without wasting much time, Della ran down the street to the hair goods merchant, Madame Sofronie and sold her hair for twenty dollars. The next two hours went by as if they had wings. Della looked in all the stores to choose a gift for Jim.

She found it at last. It surely had been made for Jim and no one else. It was a chain -- simple round rings of platinum. It was perfect for Jim's gold watch. As soon as she saw it she knew that it must be for him. It was like him. Quiet and with great value. She gave the shopkeeper twenty-one dollars and she hurried home with the eighty-seven cents that was left.

When Della arrived home, her excitement faded to a little prudence and reason. She began to repair what was left of her hair. The hair had been ruined by her love and her desire to give a special gift. Repairing the ravage was a very big job – a mammoth task. Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderful like a schoolboy.

Jim was never late. Della held the platinum chain in her hand and sat near the door. Then she heard his step on the stairway down on the first flight, and she turned white for just a moment. She had a habit of saying a little silent prayer about the simplest everyday things, and now she whispered: "Please God, make him think I am still pretty."

The door opened and Jim stepped in. He looked thin and very serious. Poor fellow, he was only twenty-two—and to be burdened with a family! He needed a new coat and gloves to keep his hands warm.

Glossary

- depreciate (v) – to decrease in value over time
- janitor (n) – a caretaker or doorkeeper of a building
- falter (v) – to become weak; to think, move or act unsteadily
- splash (v) – fall on or hit something roughly
- prudence (n) – good judgment and caution

1.2.1 Vocabulary in use

1. A person with prudence will have
a) generosity b) good practical sense c) greed
2. My lawyer advised me not toin my decision when filing a case against my employer. [Fill in with the appropriate word in the glossary]
3. We could hear the waves splashing against the side of the boat. (Rewrite the sentence using ‘splashed’) [Begin with ‘The waves.....’]
.....
4. Connect the antonyms (opposites) of ‘depreciate’ with straight lines.

DEPRECiate

Antonyms are words that are opposite in meaning.

Eg:- good and bad

WAVER	INCREASE	DEFLATE	EXALT	GROW
-------	----------	---------	-------	------

5. Put a tick mark against the correct sentence.
- We need to act prudence in such situations.
 - We need to act prudentious in such situations.
 - We need to act prudently in such situations.
6. ‘The hair had been ruined by her love and her desire to give a special gift. Repairing the ravage was a very big job— a mammoth task.’
- A) The meaning of the word ‘ravage’ in this sentence is.....
- beauty
 - damage
 - fear
- B) The word which helps to guess the meaning is
- repair
 - special
 - gift
7. Now that you have read half the story, write down three words to describe Della.
- A)..... B)..... C).....
8. Della gave the shopkeeper twenty-one dollars.

In this sentence: ‘gave’ is a Verb.

A **verb** is an action word.

The verb ‘gave’ takes different forms in different sentences.

		<u>Important verb forms</u>
The boys <u>give</u> oranges.	<u>Give</u>	Base form (V1)
The boys <u>gave</u> oranges.	<u>Gave</u> (-ed)	Past (V2)
The boys have <u>given</u> oranges.	<u>Given</u> (-en)	Past participle (V3)
The boys are <u>giving</u> oranges.	<u>Giving</u>	Present participle
The boy gives oranges	<u>gives</u>	Present singular form

9. More examples of the different forms of verbs used in this section are given below. Complete the missing items in the table.

Base (V1)	Past (V2)	Past participle (V3)		Present participle
live	lived	lived	Regular verbs – form their V2 and V3 by adding - d or - ed	living
reach	reacheding
falter	faltered		faltering
find	found		finding
.....	said	said	
fall	fallen		falling
.....	saw	seen		seeing
go	went	gone	
put	put	put		putting
hit	hit	hit	

1.2.2 Understanding the text

- Why does the author make a reference to the Queen of Sheba and King Solomon?
 - To suggest that they were inferior to Jim and Della in their physical appearance.
 - To suggest that their wealth was insignificant compared to Jim and Della's valuable possessions.
 - To suggest that they were also a lovely couple like Jim and Della.
- Put the following statements in chronological order (as 1, 2, 3, etc) based on the text.

..... Using a curling iron, she covered her head with many close-cropped curls which gave her the appearance of a schoolboy.

..... Della bought a platinum chain for Jim's gold watch with the money.

..... Madame Sofronie helped Della by buying her hair.

- Holding the gift packet in her hand, she impatiently waited for Jim to return from his work.
- She began to repair what was left of her hair.
- On returning home, she started worrying about Jim's reaction to her appearance.
3. While waiting for Jim, Della was worried that Jim would be angry with her for spending too much for Christmas. — True or False.
4. Della had a feeling that her beauty lay in her long hair. Cite instances from the text to substantiate the statement.
-
5. "He needed a new coat and gloves to keep his hands warm."

If Della had really loved Jim, she would have bought something like a coat or gloves that he really needed instead of the gold chain. What is your opinion?

.....

.....

1.3 Della, in her new look, was eagerly waiting for Jim with the platinum chain she had bought for his gold watch. How do you think Jim would react to it??

a) Will he be shocked to see Della in her boyish look?

Or

b) Will he be excited to see the gift?

Jim stopped inside the door, as immovable as a dog smelling a bird. His eyes were fixed upon Della. There was an expression in them that she could not read, and it frightened her. It was not anger, nor surprise, nor fear, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face. Della went to him.

"Jim, my love," she cried, "do not look at me that way. I had my hair cut and sold because I could not have lived through Christmas without giving you a gift. My hair will grow out again. I just had to do it. My hair grows very fast. Say 'Merry Christmas! Jim, and let us be happy. You do not know what a nice-- what a beautiful, nice gift I have for you."

"You've cut off your hair?" asked Jim.

"Cut it off and sold it," said Della. "Don't you like me just as well? I am the same person without my hair, right?"

Jim looked about the room as if he were looking for something. "You say your hair is gone?" he asked.

"You need not look for it," said Della. "It is sold, I tell you--sold and gone, too. It is Christmas Eve, boy. Be good to me, for it was cut for you. Maybe the hairs of my head were numbered," she went on with sudden serious sweetness, "but nobody could ever count my love for you. Shall I put the meat on, Jim?"

Jim seemed to awaken quickly and put his arms around Della. Then he took a package from his coat and threw it on the table.

"Do not make any mistake about me, Dell," he said. "I do not think there is any haircut that could make me like my girl any less. But if you will open that package you may see why you had me frightened at first."

White fingers quickly tore at the string and paper. There was an ecstatic scream of joy; and then, alas! A change to tears and cries, requiring the man of the house to use all his skill to calm his wife.

Glossary

ecstatic (adj) – extremely happy

1.3.1 Vocabulary in use

1. If you are ecstatic, you experience.....
 - a) Hatred
 - b) frustration
 - c) excitement
2. Anand expressed his ecstasy over the new idea. (Rewrite the sentence with 'ecstatic')
.....
3. It was not anger, nor surprise, nor fear, nor any of the sentiments that she had been prepared for. [Replace the underlined word with any word that fits the context]
4. On seeing Jim's reaction, Della was,,

[Complete the sentence with at least three words that express her state of mind.]

5. Much of the story revolves around Della's 'hair'. Do you know that the word 'hare' is a homophone of 'hair'.

Homophones are words having the same pronunciation, but different spelling and meaning.

Choose the correct homophones to complete the sentences.

- a) Have you heard the story of the and the tortoise? (hair/hare)
- b) They had to beg for to feed their children. (arms/alms)
- c) I want you to my parents. (meat, meet)
6. Nobody could count my love for you. [Begin the sentence with 'Counting.....']
.....

7. She didn't even have the to stand up. [strong (adj) /strength (n)]
8. "Slowly Jim put his arms around beautiful Della."

⇒ In this sentence,

Beautiful → Adjective →

An **adjective** is a word that describes a noun/pronoun.

⇒ Now read the sentence given below.

"Within forty minutes her head was covered with tiny, close-lying curls".

- Here the noun 'curls' is described by 2 adjectives – 'tiny' and 'close-lying'.
- A. Rewrite the sentences putting the adjectives in the correct order.

1. The couple had [an /silver /mirror /expensive /antique] at home.
.....

Note:-When more than one adjective is used to describe a noun, usually the following order is observed - quantity, opinion, size, age, color, shape, origin, material and purpose.

2. Della had [hair /black /shining /long].
-

3. Madame Sofronie was [woman /an /old /fat /French].
-

⇒ Let's look at the sentence once again,

"Slowly Jim put his arms around beautiful Della."

slowly → Adverb

An **adverb** is a word that describes a verb, an adjective or another adverb.

B. Circle the adverbs in the following sentences taken from the text.

1. My hair grows very fast.
2. Jim seemed to awaken quickly.
3. It surely had been made for Jim and no one else.

Note:- Adverbs often end in-ly, but some look exactly like their adjective counterparts.

1.3.2 Understanding the text

1. Jim stopped inside the door, as immovable as a dog smelling a bird. – The figure of speech used here is

- a) metaphor b) pun c) simile

2. Why did Jim react so strangely when Della told him she had sold her hair?
-
-

3. "I do not think there is any haircut that could make me like my girl any less." — Write down two sentences on the character of the speaker.
-
-

4. Della's immediate response on opening Jim's gift packet was

- a) Fear. b) shock. c). excitement. d) sadness

5. Can you think of the possible gifts Jim might have bought for Della?

.....

1.4 "There was an ecstatic scream of joy; and then, alas! a change to tears and cries, requiring the man of the house to use all his skill to calm his wife." Della's ecstatic scream of joy changed to tears and cries within no time. Can you imagine the reason?

For there were the combs -- the special set of objects to hold her hair that Della had wanted ever since she saw them in a shop window. Beautiful combs, made of shells, with jewels at the edge -- just the colour to wear in the beautiful hair that was no longer hers. They cost a lot of money, she knew, and her heart had wanted them without ever hoping to have them. And now, the beautiful combs were hers, but the hair that should have touched them was gone.

But she held the combs to herself, and soon she was able to look up with a smile and say, "My hair grows so fast, Jim!"

Then Della jumped up like a little burned cat and cried, "Oh, oh!" Jim had not yet seen his beautiful gift. She happily held it out to him in her open hands. The platinum chain seemed so bright. The metal seemed to flash with the reflection of her ardent spirit.

"Isn't it wonderful, Jim? I looked all over town to find it. You will have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim fell on the couch and put his hands under the back of his head and smiled. "Dell," said he, "let us put our Christmas gifts away and keep them a while. They are too nice to use just right now. I sold my gold watch to get the money to buy the set of combs for your hair. And now, why not put the meat on."

The Magi were wise men--wonderfully wise men--who brought gifts to Baby Jesus. They invented the art of giving Christmas gifts. Being wise, their gifts were wise ones. And here I have told you the story of two young people who most unwisely gave for each other the greatest treasures of their house. But in a last word to the wise of these days, let it be said that of all who give gifts, these two were the wisest. Everywhere they are wisest. They are the Magi.

Glossary

ardent (adj) – passionate; very enthusiastic.

1.4.1 Vocabulary in use

1. The explorers a skeleton in the cave. (invented/ discovered)
2. Make a sentence of your own using the word ‘ardent’.

.....

3. He was an ardent follower of the principles of Buddhism. [Rewrite the sentence with ‘ardently’]
4. Which among the following adjectives best explains Jim’s character
 - a) Extravagant
 - b) Arrogant
 - c) Rational
 - d) Aggressive
5. Jim sat slowly on the couch and smiled at Della.

⇒ In this sentence:

on, at → Prepositions →

A **preposition** is a word used before a noun /pronoun connecting it to another word.

Types

Time Prepositions

at, on, in, after, before, by, from, during, since, until

Place prepositions

at, in, between, above, below, under, behind

Direction prepositions

to, up, over, along, through, against, towards, into

⇒

In the above sentence,

and → Conjunction →

A **conjunction** is a word that joins words, phrases or sentences.

e.g. for conjunctions:- and, but, for, or, so, because, though, before, neither.....nor, either.....or, not only.....but also.

Note:- when phrases are joined by conjunctions, make sure that they are of the same structure.

I work quickly and careful incorrect

I work quickly and carefully correct.

6. Read the passage on the ending of the story and fill in the blanks with appropriate prepositions or conjunctions. Identify the conjunctions that you write by circling them. The words in the bracket will help you. (because, on, for, yet, though, but, of)

.....Jim and Della sacrificed their most valuable possessions buying gifts as an expression love for each other, they turned out useless for the time being. their gifts can be considered unique and wise they reveal the true essence of gift-givingChristmas.

7. Now that we have discussed the different parts of speech, complete the table given below.

Part of speech	Word	Use the word in a sentence of your own
	hair	
pronoun		
verb		
	heavy	
adverb		
	from	
conjunction		

1.4.2 Understanding the text

- Form meaningful sentences by matching sentences in column 1 with those in column 2.

Jim threw his gift package on the table	the expensive set of combs she had longed for.
Jim's gift package for Della contained	by selling his gold watch.
Jim was shocked a second time	because he knew that it was of no use at the moment.
Jim had found money to buy gift for Della	to see Della's gift for him.

- Why did the author compare Della and Jim to the Magi?

.....
.....

- How does Della's reaction to Jim's gift differ from his reaction to her's?

.....
.....

- The theme of this story is that Jim and Della's love for each other is much more valuable than any

- a) material gift b) expensive dinner
c) person's opinion d) verbal expressions of love

- The story is told from point of view.

- a) first person b) second person
c) third person

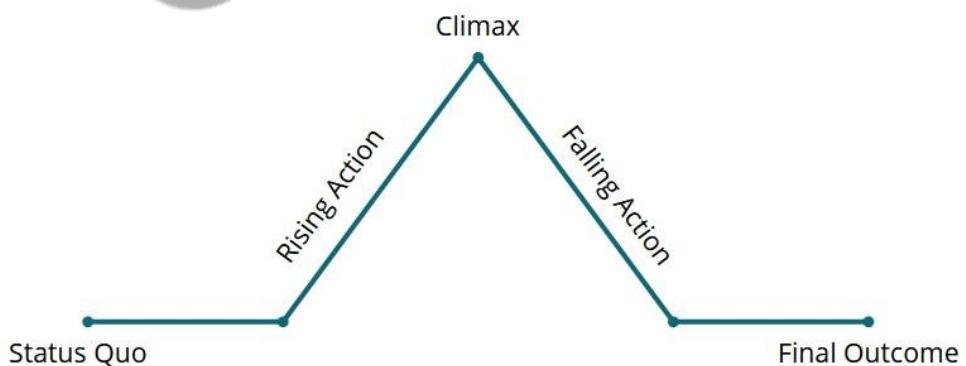
6. Irony is a literary device in which reality is just the opposite of what we expect. O. Henry has effectively employed ‘irony’ in the story. Cite examples from the text.
- a) The author compares Jim and Della to King Solomon and Queen of Sheba. But this comparison is highly ironic in the sense that the latter were famous rulers and had immense wealth. Neither in fame nor in wealth could they be compared. Still according to the author, all the fame and wealth of these mighty rulers were insignificant compared to the watch and hair that Jim and Della possessed.

b)

.....
.....
.....
.....
.....
.....
.....

1.5 Extended activities

1. Now that you have read the entire story, fill in the post-reading column of the table given in the beginning and compare your answers. Were your guesses right? Now share with your friend what ‘a gift’ means to you.
2. Given below is the diagram showing the plot structure of a short story. It has 3 main components – rising action, climax and falling action. The table tells you what each of the terms mean. Three options are also given below which correspond to the three components of the story ‘Gift of the Magi’. Try to complete the table using the correct option given below.



Rising action	Series of events, conflicts or struggles of the main characters etc that create tension in the plot	
Climax	Moment of peak tension in the story	
Falling action	How the main problem gets resolved	

- a) Jim and Della realise that they have lost the very thing for which the other bought the gift.
- b) Jim tells his wife that they should keep their gifts aside for a while because they are of no use at that moment.
- c) Della's efforts to raise money to purchase a Christmas gift for Jim.
3. Comment on the important themes of the story.

Theme 1 -

Proof from the text

Theme 2 -

Proof from the text

4. Does the story end the way that you expect it to? Why or why not?
5. How far, do you think, the story would change if it were told from Jim's perspective.
6. Rewrite the ending of the story with a modern twist.
7. Write a diary entry that Della might make about the events of that Christmas eve.
8. "When poverty comes in at the doorstep, love flies out of the window."

Can love and poverty stay together under a roof?
Express your opinion.

(You can make use of the structures
given in the help box)

- In my opinion.....
- In my experience.....
- Personally, I think that.....
- I'd say that.....
- I'd like to point out that

9. Read the following statements.

- Money can't buy you love.
- Love is the greatest gift of all.
- In true love, sacrifice can never be one-sided.
- True love is an instinctive act of self-sacrifice.

Which of these statements best describes the theme of ‘The Gift of the Magi’?
Justify.

10. Write a paragraph on the most valuable gift you have ever received. What, in your opinion, makes it really ‘valuable’?

11. Prepare a slide presentation on the setting, themes, plot structure, characters and point of view used in O. Henry’s ‘The Gift of the Magi’?

12. Click on the following links or scan the QR codes to watch the video adaptations of “The Gift of the Magi”.

<https://youtu.be/yAPZC7o6Y9k>



https://youtu.be/_vS6O8YlMq0



13. Now that you have read and enjoyed ‘The Gift of the Magi’..... the story of Jim and Della, their selfless love, mutual respect and perfect understanding answer the questions given below:

- Do you think these feelings really form the basis of healthy relationships?
- Do you feel that maintaining a strong human relationship requires constant care and communication?
- Can you list a few factors that prevented our previous generation from establishing effective communication and maintaining stable relationships?
- Do you agree that modern technology has really helped the present generation in overcoming these hurdles and in establishing healthy relations and successful careers?

Let us read and familiarise ourselves with modern technology.

1.6

WWW

The World Wide Web (WWW), commonly known as the Web, is the leading information retrieval service of the Internet. The Web is not synonymous with the Internet, which pre-dated the Web in some form by over two decades and upon which technologies the Web is built. The Web gives users access to a vast array of documents that are connected to each other by means of hyperlinks- hypertext or hypermedia links — i.e. electronic connections that link related pieces of information in order to allow a user access them easily. Hypertext allows the user to select a word or phrase from text and thereby access other documents that contain additional information pertaining to that word or phrase. Hypermedia documents feature links to images, sounds, animations, and movies.

The Web operates within the Internet’s basic client-server format: ‘servers’ are computer programs that store and transmit documents to other computers on the network when asked; while ‘clients’ are programs that request documents from a server as and when the user asks for them. Browser software allows users to view the retrieved documents. A hypertext document with its corresponding text and hyperlinks is written in HyperText Markup Language (HTML) and is assigned an online address called a Uniform Resource Locator (URLs, such as <https://example.com/>).

The development of the World Wide Web was begun in 1989 by Tim Berners-Lee and his colleagues at CERN, an international scientific organization based in Geneva, Switzerland. They created a protocol, HyperText Transfer Protocol (HTTP), which standardized communication between servers and clients. Their text-based Web browser was made available for general release in January 1992. The World Wide Web has been central to the development of the Information Age, and is the primary tool billions of people use to interact on the Internet.

Multiple web resources with a common theme and usually a common domain name, make up a website. Websites are stored in computers that are running a web server, which is a program that responds to requests made over the Internet from web browsers running on a user's computer. Website content can be provided by a publisher, or interactively from user-generated content. Websites are provided for a myriad of informative, entertainment, commercial, and governmental reasons.

(Courtesy: Articles from Wikipedia and Britannica)

1.6.1 After reading the passage, try to answer the questions given below:

- 1) World Wide Web (WWW) is another word for internet. –True / false.
- 2) Who developed the World Wide Web and when?

.....
.....
.....

- 3) What is HTTP?

.....
.....
.....

- 4) What is a website?

.....
.....
.....

1.6.2 Prepare a summary in the note form.

(title)
1. What is WWW ?	
1.1 the leading.....	
1.2 not synonymous with internet;	
1.2.1 Internet preceded WWW by over 20 years	
1.2.2 Internet laid the foundation upon which WWW was developed later.	
1.3 Enables the viewers to access.....	
1.3.1 What is hyperlink? – the electronic connections.....	
1.3.2 Types of hyperlink?	
1.3.2.1	
1.3.2.2	
2. How does the Web operate? -- operates within	
2.1 ‘Servers’ are.....	
2.2 ‘Clients’ are.....	
2.3 ‘Browser’ is.....	
2.4 ‘HTML’ is the language	
2.5 ‘.....’ is the online address assigned to a hypertext document.	
3. Development of WWW	
3.1 It was developed by.....	
3.2 HTTP is.....	
3.3 in Jan 1992	
3.4 Now-a-days the primary tool.....	
4. What is a website? - A collection of web resources.....	
4.1 Stored in.....	
4.2 Contents of the website	
4.3 Purpose of the website is.....	

1.7 Read the statements below and fill in with the appropriate verb given in brackets.

1. The storyon Christmas eve. (begin/begins)
2. Jim and Della a romantic couple. (is/are)

Which of the following statements is correct.

3. Sixty cents of it was in pennies.
Sixty cents of it were in pennies.
4. Twenty-one dollars was the price of the platinum chain.
Twenty-one dollars were the price of the platinum chain.

Both the sentences given below begin with ‘There’. But the verb is different in each sentence. Choose the suitable verb from those given in brackets.

5. There a tall glass mirror between the windows of the room. (was/were)
6. There two possessions of the family in which they both took a mighty pride. (was/were)

In sentence 2	Jim and Della (.....)	Plural verb
In sentence 3	Sixty cents (words denoting money)	Always singular	was
In sentence 4 (words denoting money)
In sentence 5	There	Depends on the noun that comes after it. (a mirror - singular)	was
In sentence 6

- ⇒ It should be noted that the verbs in sentences should always agree with the subject (in number). This agreement is called Concord.

Concord is the agreement- especially in number- between the subject and verb of a sentence such that when the subject is singular, the verb will also be singular and when the subject is plural, the verb will also be plural.

1.7.1 The help box given below will give you hints regarding the changes that come in verbs with the changes in subjects.

SUBJECT	VERB	EXAMPLES
Words like each, everybody, nobody, anybody, anything, something, everything etc.	Always singular	Anything <u>is</u> better than nothing. (is/are) Every computer an operating system. (has/ have)
The phrase ‘One of the’ <u>Note</u> :- ‘One of the’ should always be followed by a plural noun. Egs:- One of the boys, one of the baskets etc.	Always singular	One of the ingredients of cement <u>is</u> Lime. (is/are) Only one of the products in the lot defective. (was/were)
The phrase ‘More than’	Either a singular verb or a plural verb depending on the noun that comes after it.	More than one generator <u>is</u> required for this unit. (‘one generator’ is singular, so ‘is’) More than five generators installed last year. (was/were) (‘five generators’ is plural, so ‘.....’)
Words that denote money (e.g. five dollars, twenty rupees, fifteen pounds etc), measurement (e.g three litres, five kilograms etc), distance (twenty kilometers, five miles etc) and time (e.g four hours, eleven minutes etc).	Always singular	Eighty thousand rupees <u>was</u> spent for the purchase of raw materials. (not ‘were’) Thirty litres of petrol <u>is</u> the maximum capacity of this tank. (not ‘are’)

Words that denote fraction and percentage.	Either a singular verb or a plural verb depending on the noun that comes after it.	Fifty percent of the work <u>has</u> been done. ('work' is singular, so 'has') Fifty percent of the products palm oil as the main ingredient. (has/have) ('products' is plural, so '.....')
Uncountable nouns such as furniture, equipment, information, advice, knowledge etc.	Always singular	The equipment <u>is</u> very expensive. The furniture in his officeimpressive. (look, looks)

1.7.2 Read the paragraph given below and fill in the blanks, choosing the correct verb from the brackets.

Our new project (is/are) on Machine learning. All my colleagues (know/knows) the basics of Machine learning. They (has/have) been working on this project for a long time. About 60% of the project..... (was/were) completed by the end of last month. But more than three clients (is/are) not satisfied with the progress in the work. My boss..... (has/have) decided to hold a meeting at 7 p.m today to discuss the matter. He is very strict and (expect/expects) punctuality from all the staff. Each of the staff members (is/are) expected to attend the meeting. One of the clients (has/have) also decided to attend the same. He wants to stress the point that two more months..... (is/are) enough to complete this project. Though it is impossible, we also think that something (is/are) to be done immediately.

1.7.3 Click on the following links or scan the QR codes to watch some interesting video lessons on 'Concord'.

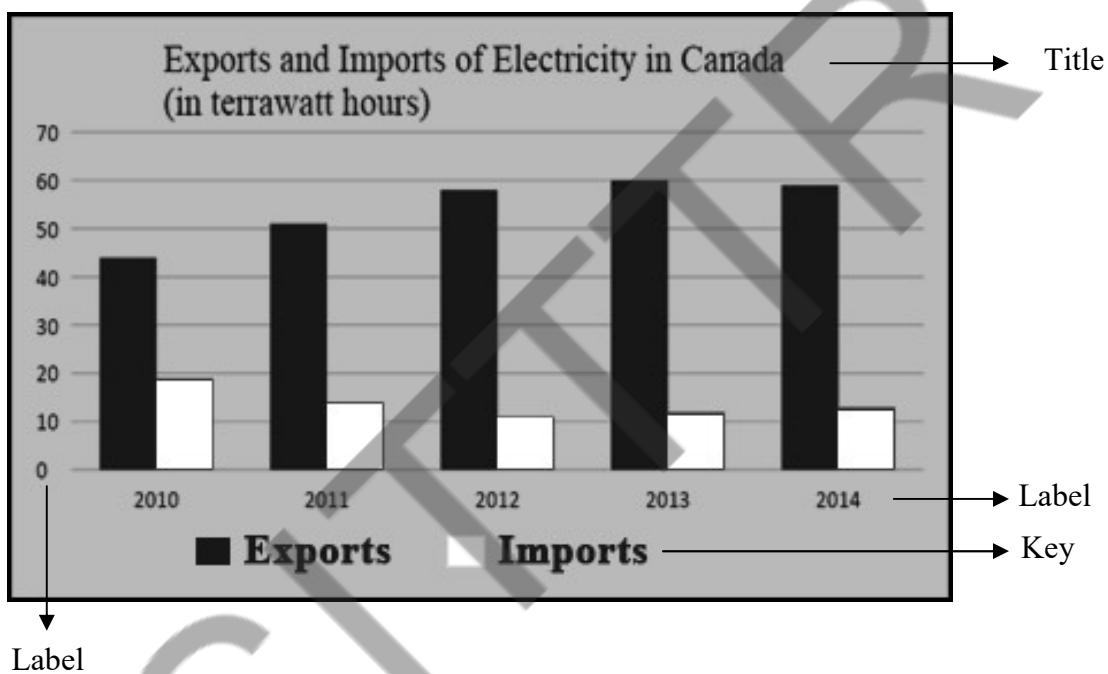
<https://youtu.be/x8X0oXzLH4E>

<https://youtu.be/YFP-MBSl14M>



1.8 Graphs and charts are visual representations of data in the form of points, lines, bars, and pie charts. Interpretation of visual data and preparing a report on it have become very important in workplaces nowadays. A report is a short, sharp, concise technical document which is written for a particular purpose and audience.

1.8.1 Given below is a bar graph. Study it carefully.



1.8.2 Match the statements in column 1 with those in column 2 to understand the points to be noted while interpreting a graph and writing a report on it.

Read the title of the graph	that suggest the variables in X axis (years)and Y axis (quantity in tonnes)
Look at the key	Eg:- The line went up. — incorrect The production shot up in 2003. — correct
Understand the labels	Egs:- what is happening/what happened, the pattern over time, the main changes over time etc.

In line or bar graphs, never write about the line or bar. Write about the idea represented by it	that indicates symbols and colours used in the graph.eg:- blue bar displays ‘Exports’ and the red bar displays ‘Imports’.
The report should contain the trends.	that tells what information is being displayed. eg:- ‘Exports and Imports of Electricity in Canada (in terrawatt hours)’

1.8.3 Now let's see the most popular types of graphs and how they are interpreted.

- **Bar Graph**

A bar graph is a graph with rectangular bars, placed either vertically or horizontally. They are useful for looking at a set of data and making comparisons.

Eg:- for comparing the profit of a particular item between the beginning and the end of the year, or for comparing the profit of different items for a particular period.

An example for a bar graph is given below. It is followed by an interpretation of the graph. Study the graph and its interpretation carefully.

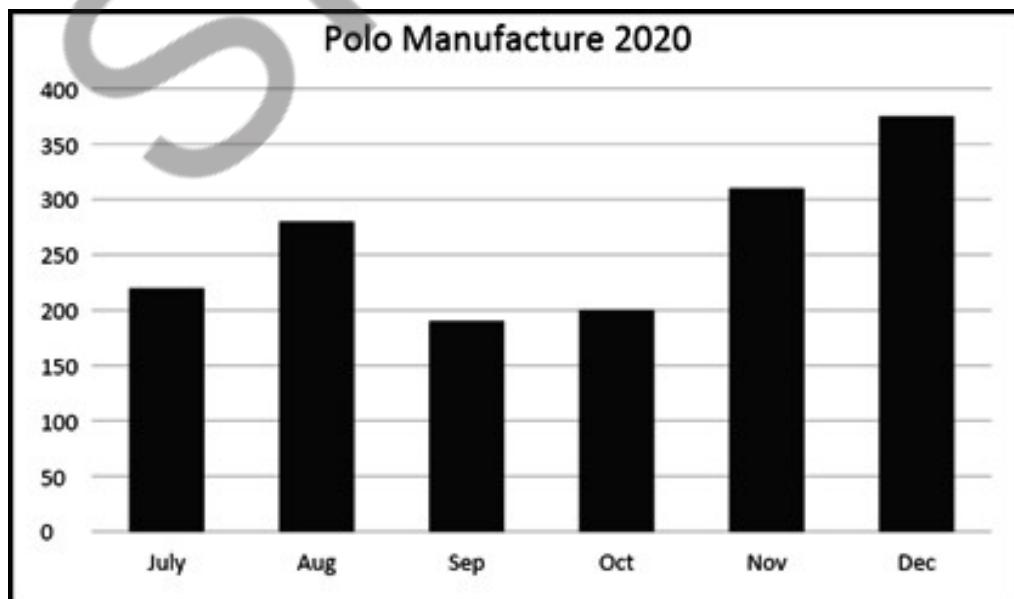


Figure 1

Interpretation of the Bar graph (Figure 1)

The bar graph shows the number of Polo cars manufactured during the last six months of 2020. It is very obvious from the graph that the maximum number of cars were manufactured in the month of December.

Compared to the number of cars manufactured in July there was a significant rise in production in August. August witnessed a sharp rise in number from 220 to 280. But there was a sudden fall in production rate in September. The number declined steadily , reaching 190, the lowest number of the year. The unit couldn't improve much in production in October too .It remained almost steady or the increase was negligible compared to the steady increase during the next three months. From October there was a consistent rise in production, from 200 rising sharply to a peak of 375 in December.

To sum up, though the rate of production consistently remained above 180 throughout the last six months of 2020, it was notably high during the last three months.

⇒ **Now read these statements and write whether they are true or false.**

- 1) The bar graph highlights the number of Polo cars manufactured during the first half of 2020. – True/ False
- 2) The minimum number of cars were manufactured in the month of October. - True/ False
- 3) There has been a uniform increase in production rate throughout the year. - True/ False
- 4) It can be inferred that Volkswagen could meet the Production demands better during the first three months of the second half of 2020 than the last three months. - True/ False
- 5) The rate of production remained almost steady in September and October. – True/ False.

1.8.4 Pie charts

- **Pie chart**

⇒ A pie chart is a type of graph in which a circle is divided into sectors and each sector represents a proportion of the whole. They are generally used to show percentage or proportional data.

- ⇒ Given below are two pie charts, each displaying the percentage of solid waste generated from various sources in Ernakulam city area in 2015 and 2018 respectively. The explanation also follows. Study them carefully.

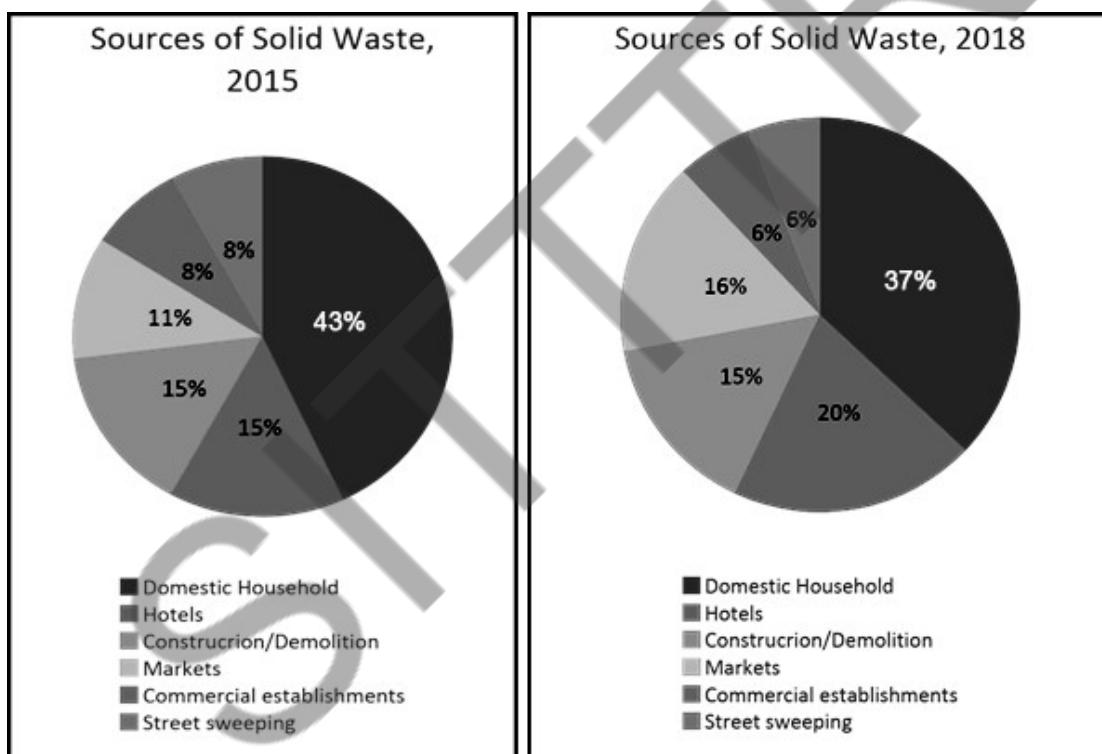


Figure 2

Explanation of the Pie charts (Figure 2)

The pie charts compare the percentage of solid waste generated from various sources in Ernakulam city area in 2015 and 2018. Generally speaking, waste generation from domestic household has decreased considerably over the years, while hotels and markets contribute a greater share in waste generation during the period.

As given in pie charts, the percentage of waste generated in domestic households underwent a steady decline from 43% to 37% in 3 years. Thanks to the awareness-raising campaigns organised by the corporation authorities on the need to undertake waste sorting and recycling activities in order to ensure efficient waste management. At the same time, the chart also

throws light on the fact that the contribution made by hotels and markets towards waste generation increased by 5%. On the other hand, waste produced from construction and demolition remained steady over the years, while the period witnessed a 2% drop in waste production in commercial establishments and street sweeping.

To sum up, a significant rise in waste generation can be observed in markets and hotels over the period. However, it is less damaging to the society and nature in the sense that as a large portion of waste generated here is biodegradable, methods like composting, aerobic digestion, anaerobic digestion, incineration etc can handle waste management to a great extent.

Connectors/ Linkers



Pair work.

Discuss with your friend and find out the connectors in the above passage. Write them in the table given below. A few have been done for you.

Connectors are words used to join ideas or sentences together. They provide unity and continuity to the ideas or sentences in a paragraph.
Eg:- Generally, however, then, in comparison etc.

Generally speaking,	
	To sum up,

1.8.5 Line Graphs

- **Line Graphs**

⇒ A line graph is a graph which uses lines to connect individual data points. Line graphs are used to track changes over short and long periods of time. They can also be used to compare changes over the same period of time for more than one group.

- ⇒ An example is given below with its analysis. Read it carefully, focusing on its structure too.

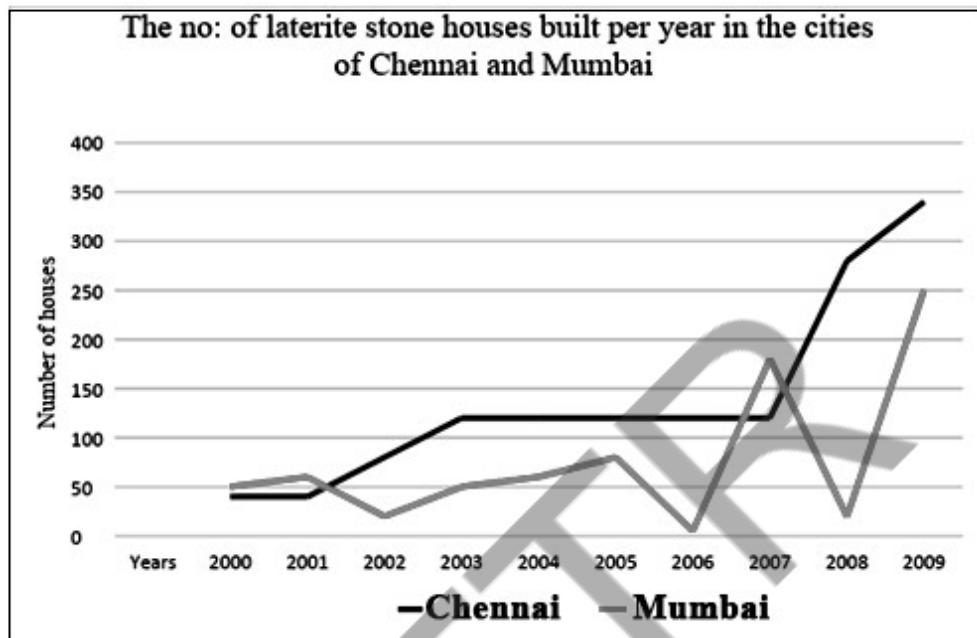


Figure 3

Analysis of the Line graph (Figure 3)

The line graph vividly describes the number of houses built with laterite stones in the Metropolitan cities of Chennai and Mumbai between 2000 and 2009. Overall, the number of laterite stone houses erected in Chennai exceeded the number constructed in Mumbai.

The trend for replacing burnt clay bricks with laterite stones was decidedly upwards, with Chennai experiencing a steady rise from 40 new houses in the first year, to just under 120 in 2003. Over the next 4 years of the decade, construction of new laterite stone houses in Chennai remained constant at just under 120. This is in sharp contrast to the last two years when the number of houses that went up in Chennai leapt, first to 280 and then to 350 houses.

The number of houses built in Mumbai, by comparison, was much more erratic. In the first two years of the decade, more houses were erected in Mumbai than in Chennai. In 2002, however, construction declined to only 20. Over the next three years, numbers rose steadily, only to drop practically to zero in 2006. There was then a dramatic surge in 2007 with over 200 houses being built. The year 2008 witnessed house building in Mumbai plummeting to 0, and 2009 saw the number of new houses rocketing to 250.

In conclusion, during the first decade of the century, with the exception of 2000 and 2001, Mumbai never exceeded Chennai in the number of houses constructed with laterite stones.



NOTE: While interpreting data, the ‘verbs’ very often represent ‘trends’ (upward, downward, normal) and the ‘adjectives’ and ‘adverbs’ represent ‘the pace of this trend’.

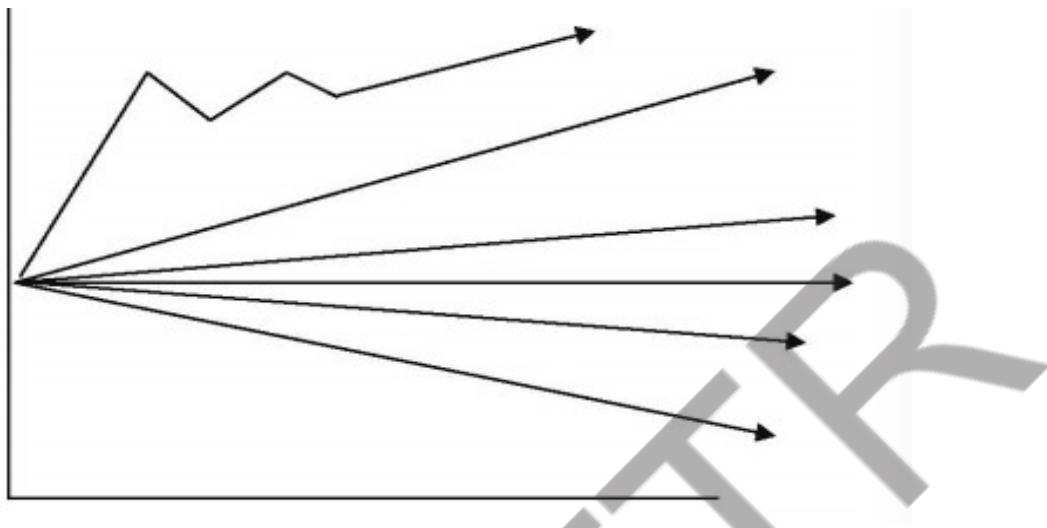
For Eg, in the bar graph we discussed above, we used phrases like ‘declined steadily, remained steady, sudden increase etc.

Trends - Declined, remained
Pace. - Steadily, steady, sudden

- 1.8.6** Given below is a table. The first column contains a list of verbs meaning either ‘go up’, ‘go down’ or ‘no change’. Put the words in the appropriate columns to the right.

Trends	Go up	Go down	No change
Increase			
Fall			
Jump			
Decline			
Remain stable			
Decrease			
Lift			
Plummet			
Rise			
Drop			
Stay at the same level			
Climb			
Leap			
Plunge			
Soar			
Slump			
Progress			
Hold constant			
Rocket			
Surge			
Stabilise			
Grow			

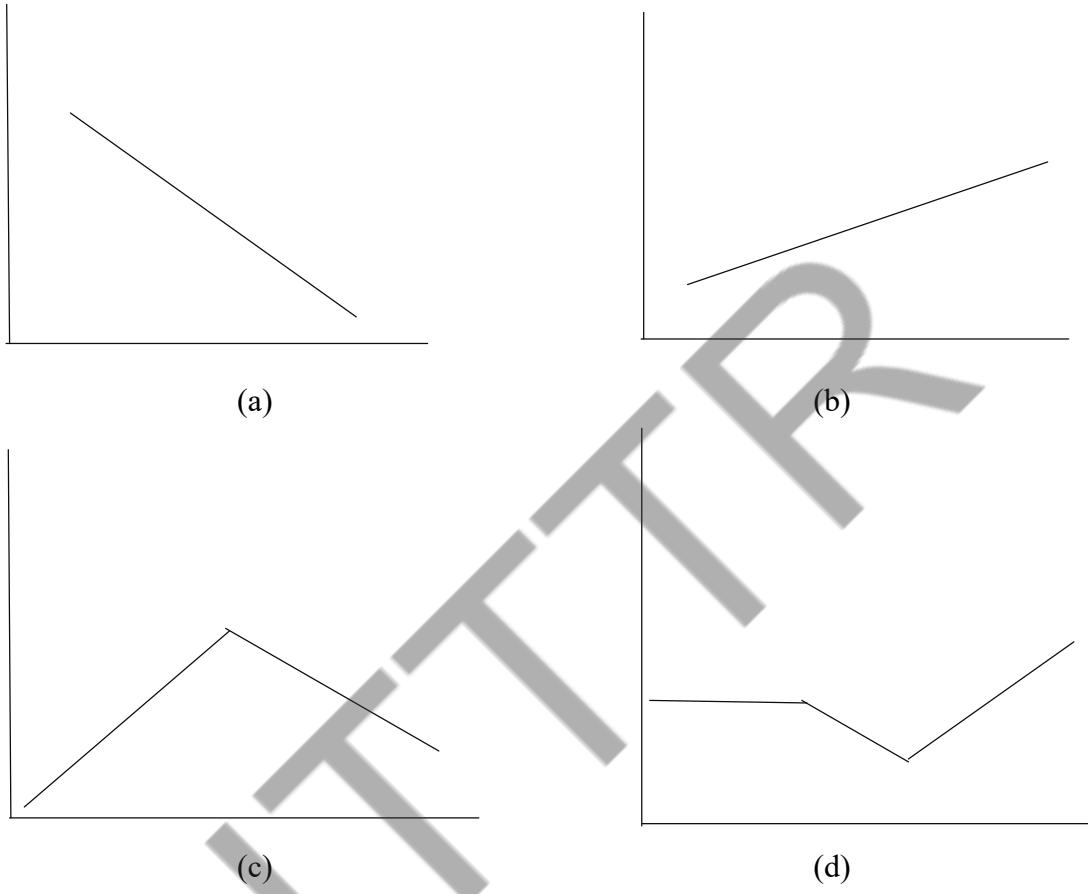
1.8.7 Match the phrases below to the lines in the graph:



- | | |
|---------------------|----------------------|
| a) Go down slightly | f) Increase slightly |
| b) Drop sharply | g) fluctuate |
| c) Go up a little | h) decrease slightly |
| d) Remain steady | i) stay the same |
| e) Decrease sharply | j) increase sharply |

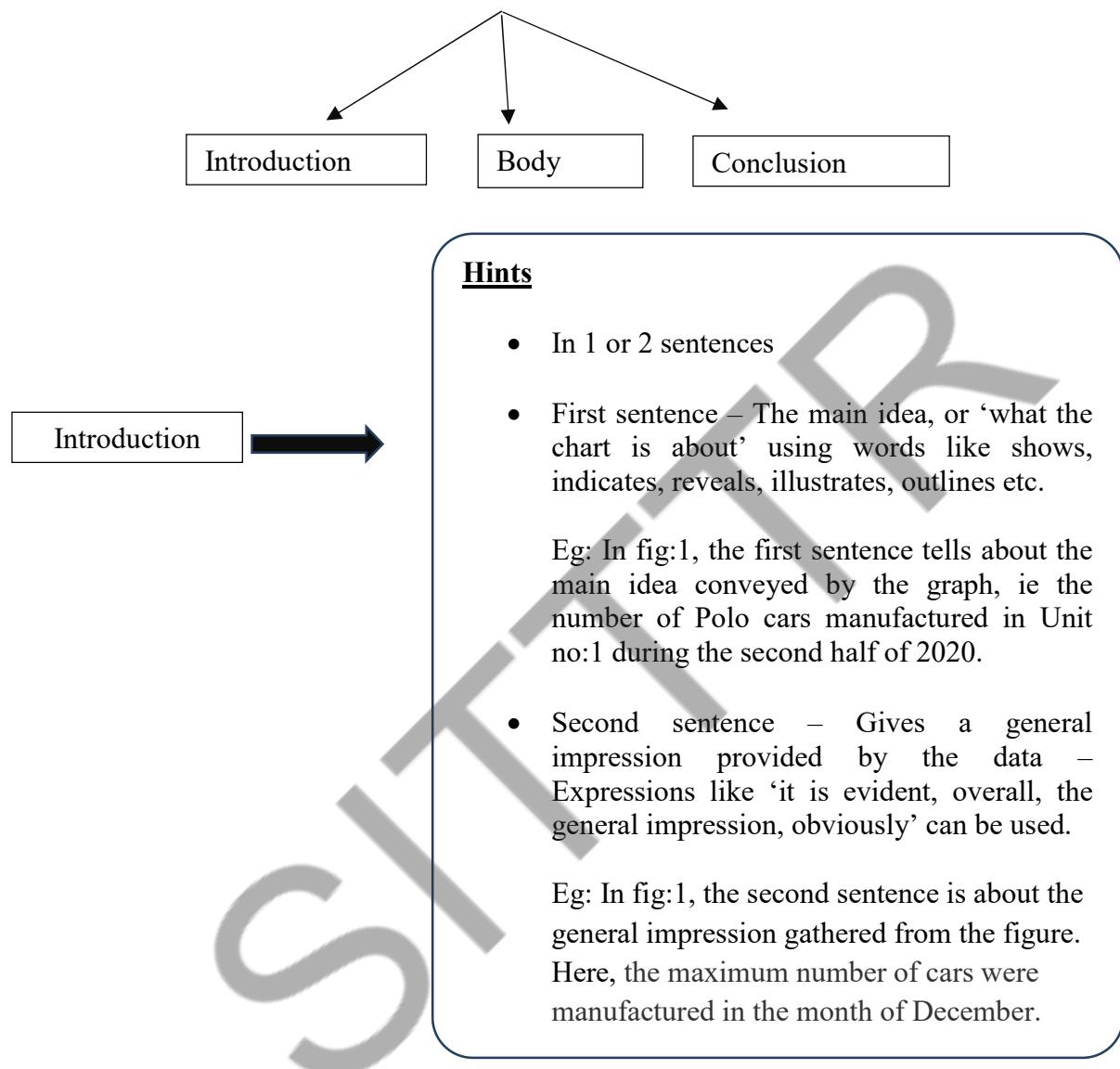
1.8.8 Rearrange the words into sentences & match to the graph. Then write the sentences in the table given below. The first one has been done for you.

- a) shown / drastic / has / decline / The value of shares / a
- b) increasing / over the years / The production rate / been / steadily / has
- c) I / will / rise / in / first six months / the / profits / sharply/ think
will / it/ in/ next four months / Then / the / drop
- d) have / remained / last December / till / stable/ Profits
over / it / has been decreasing / past few months / the /But
it / the/ definitely / I / rise/ coming months / will/ hope/in



Statement No	Rearranged sentence
(a)	The value of shares has shown a drastic decline.
(b)	
(c)	
(d)	

1.8.9 What are the characteristics of a good report?



Now read the interpretations given to the bar graph (figure 1), pie charts (figure 2) and line graph (figure 3) once again.

Check whether they have good introductions. If yes, put a tick against the column.

Figure 1	✓
Figure 2	
Figure 3	

Body



Hints

- Analysis of the data
- Logical presentation of data
- Use appropriate examples and numbers to support it

Eg:- in the interpretation of the bar graph, the first point is ‘comparison between the number of cars manufactured in July and August’. Details to substantiate this point like exact number per month, the general trend, the month yielding the peak income etc are mentioned.

- Use verbs in the appropriate tense (whether the data presented is of the past or the present trends or the future)

In the above eg, the data is about car production in 2020. Hence all the main verbs are in the past tense.

Eg:- were, was, declined, doubled, recovered etc

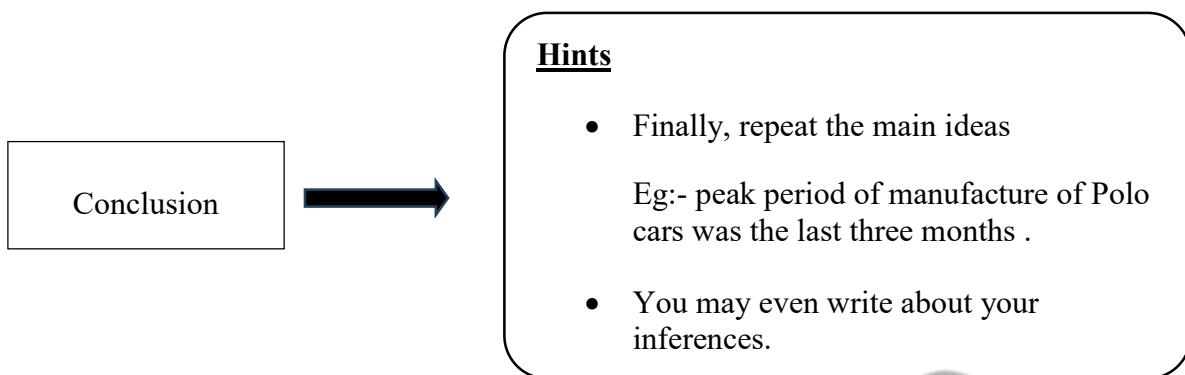
NOTE:- Refer to the table given below on ‘verbs’ for the use of other tenses

- Judicious use of adjectives and adverbs (to show general trends)

Eg:- rising sharply, declined steadily, remained steady

Check whether all the examples given above satisfy these conditions. If yes, put a tick against the column.

Figure 1	✓
Figure 2	
Figure 3	



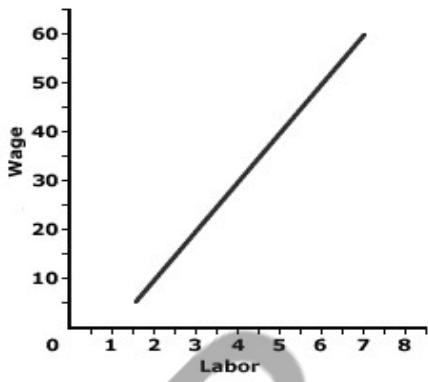
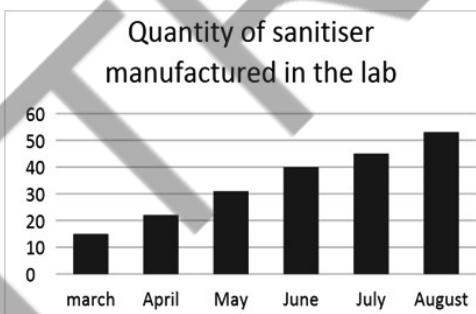
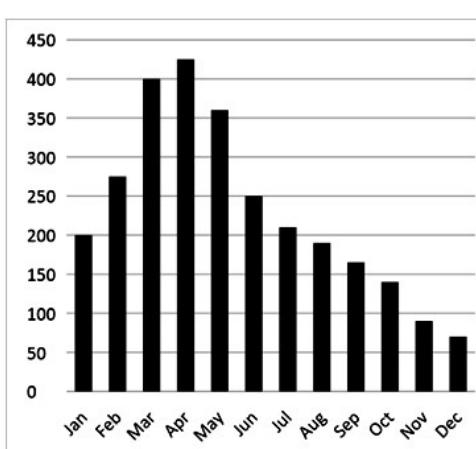
Check whether all the reports have a conclusion? If yes, put a tick against the column.

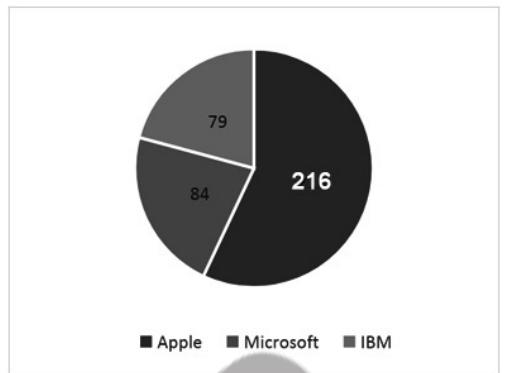
Figure 1	<input checked="" type="checkbox"/>
Figure 2	
Figure 3	

1.8.10 Appropriate use of Tenses

Depending on the time reference of the data in the graph, we may have to use other tenses as well. The box given below will help you to better understand the context in which each tense is used.

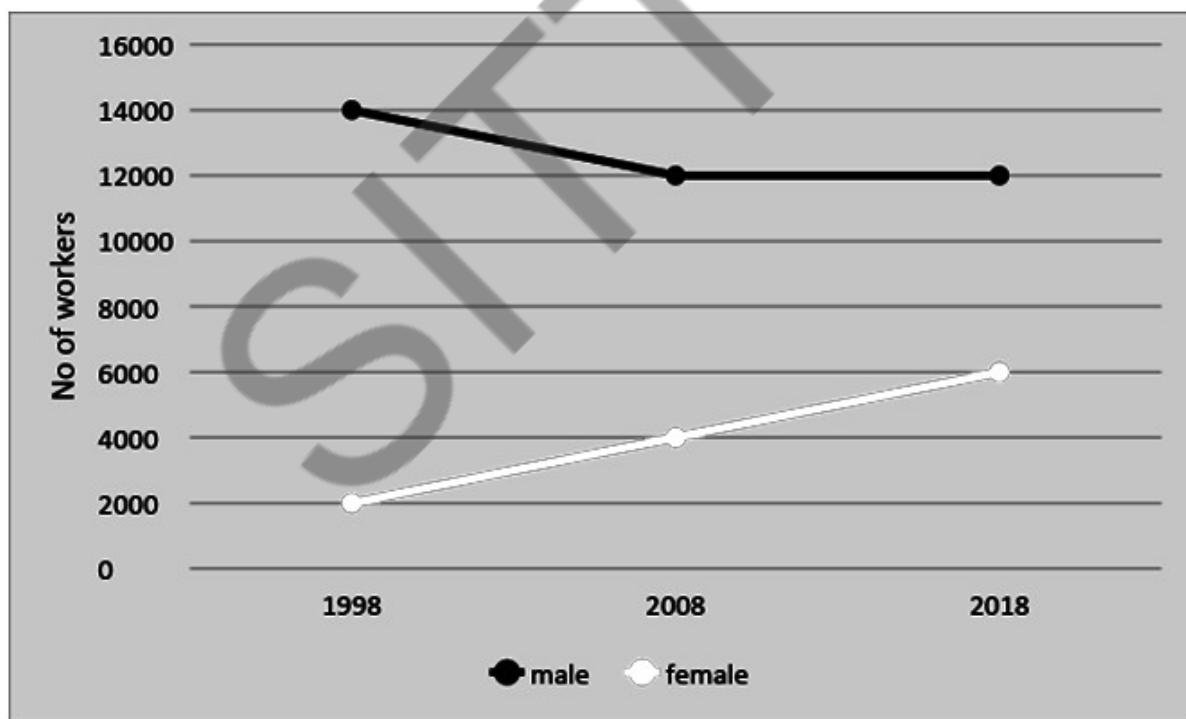
Tense	Context in which it is used	Example															
Simple Past tense	to refer to data which belong to the past. Eg: declined, rose, went up, dropped.	Eg:- Both commercial establishments and street sweeping <u>contributed</u> 8% each to the total solid waste production in 2015.	<p>Sources of Solid Waste, 2015</p> <table border="1"> <caption>Data for Sources of Solid Waste, 2015</caption> <thead> <tr> <th>Source</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Domestic Household</td> <td>43%</td> </tr> <tr> <td>Hotels</td> <td>15%</td> </tr> <tr> <td>Construction/Demolition</td> <td>11%</td> </tr> <tr> <td>Markets</td> <td>8%</td> </tr> <tr> <td>Commercial establishments</td> <td>8%</td> </tr> <tr> <td>Street sweeping</td> <td>1%</td> </tr> </tbody> </table>	Source	Percentage	Domestic Household	43%	Hotels	15%	Construction/Demolition	11%	Markets	8%	Commercial establishments	8%	Street sweeping	1%
Source	Percentage																
Domestic Household	43%																
Hotels	15%																
Construction/Demolition	11%																
Markets	8%																
Commercial establishments	8%																
Street sweeping	1%																

Simple Present tense	To refer to the general trends. Eg: declines, rises, goes up, drops.	Eg:- From the chart, it is clear that the number of workers willing to supply their productive services <u>increases</u> with the wage.	
Present continuous tense	To refer to a trend that is going on at the moment of speaking. Eg: Is declining, Is rising, Is going up, is/are dropping.	Eg:-The quantity of sanitiser manufactured in the lab <u>is increasing</u> every month.	
Present perfect continuous	To refer to a trend that began in the past, continued without any break till the moment and is still continuing. Eg: Has been declining, has been rising, has been dropping	Eg:-The chart highlights the fact that the rate of production <u>has been steadily declining</u> since April.	

Future time	To refer to an action that happens later/in future. Eg:- Will decline, will rise, will be dropping	Eg:- It can also be inferred that 'Apple' <u>will control</u> more than <u>half</u> the production share in 2028.	 <table border="1"> <thead> <tr> <th>Company</th> <th>Share</th> </tr> </thead> <tbody> <tr> <td>Apple</td> <td>216</td> </tr> <tr> <td>Microsoft</td> <td>84</td> </tr> <tr> <td>IBM</td> <td>79</td> </tr> </tbody> </table>	Company	Share	Apple	216	Microsoft	84	IBM	79
Company	Share										
Apple	216										
Microsoft	84										
IBM	79										

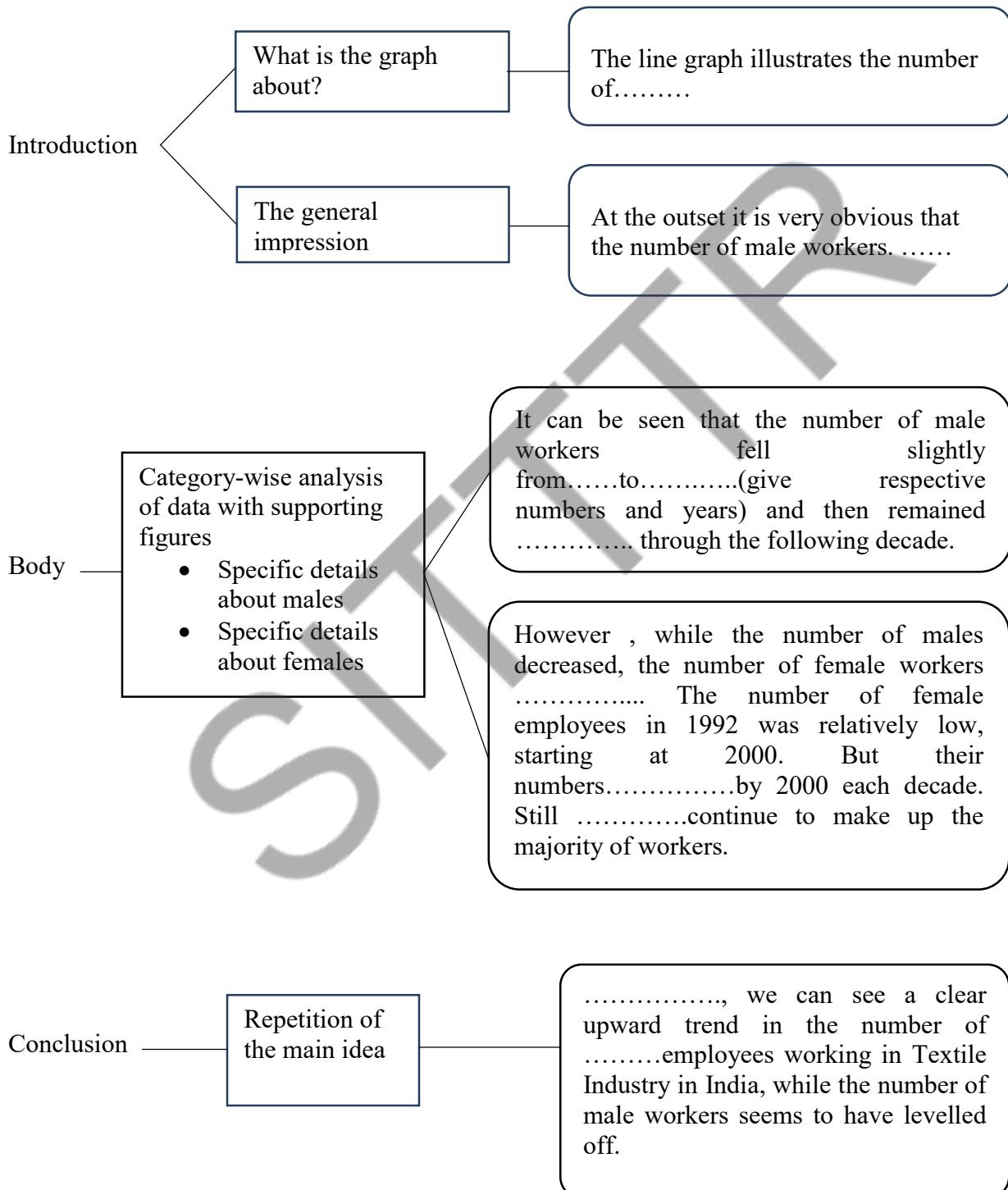
1.8.11 The line graph below shows the number of male and female employees working in the Textile Industry in India.

Summarise the information in the graph by selecting and reporting the main features. Make comparisons wherever relevant.



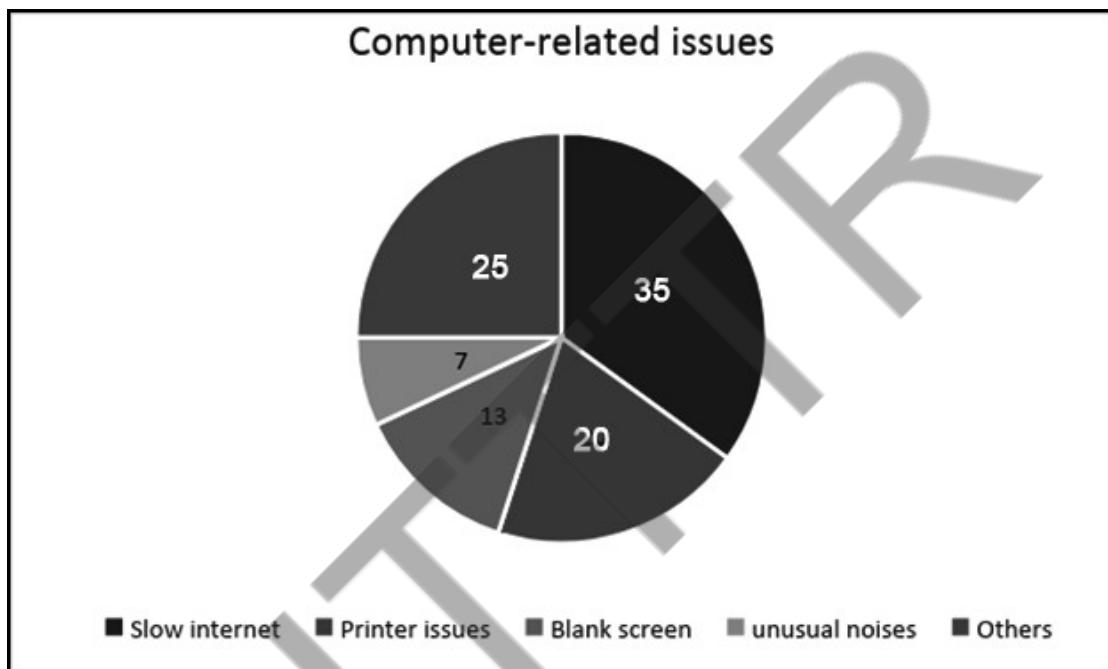
You may proceed like this.....

(Hints are given in brackets.)



1.8.12 The pie chart below shows the common complaints about computers registered in a servicing centre in Kottayam city.

Summarise the information in the graph by selecting and reporting the main features.
Make comparisons where relevant.



Begin like this.....

The Pie chart

..... It is very clear from the chart that the maximum cases are registered

The chart reveals that about 35%

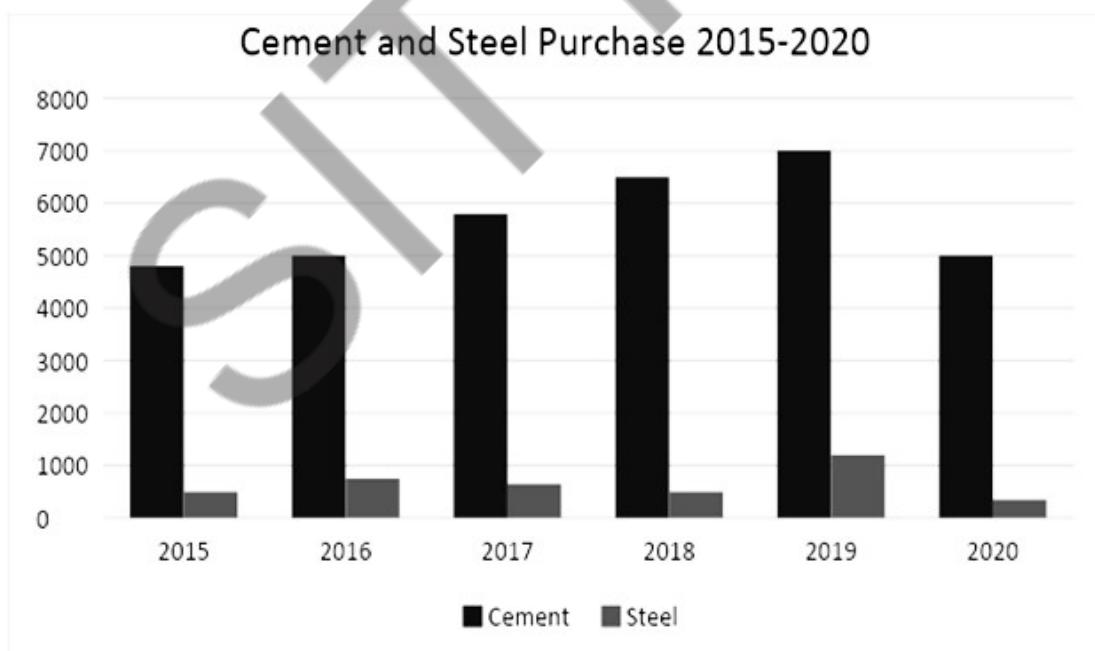
.....
.....

To sum up,

1.8.13 Self-check questions. Once you have completed the above activity, check whether you have fulfilled the following criteria.

- 1) I have identified the main idea of the chart.
- 2) I have mentioned the general impression gathered from the chart.
- 3) I have analysed the data in detail.
- 4) I have explicated each fact with supporting figures, time references etc.
- 5) I have used appropriate verbs, adjectives and adverbs to match the specific trends and their paces.
- 6) I have used verbs in the correct tenses to suit the time references.
- 7) I have written a concluding statement.

1.8.14 The bar graph below shows the Quantity of cement and steel purchased (in tonnes) by Shalimar Constructions in Palakkad. Summarise the information in the graph by selecting and reporting the main features.



1.9 This is Rahul Raj. See how he introduces himself to his friends on his first day at college.

Good morning friends. I am Rahul Raj. I am from Kollam. I completed my Higher Secondary education from Gurukulam H.S.S, Kollam last year. Currently I am doing Diploma in Automobile Engineering in this institution because my ambition is to become an expert technician in the Automobile Industry. I am ambitious, dedicated and hardworking. My hobbies are reading and travelling. I come from a small family of three – my parents and me. My father is a doctor and my mother is a teacher. Thank you.



1.9.1 What are the details Rahul has included in his self-introduction? Complete the table given below.

Greeting	Good morning friends.
	I am Rahul Raj.
	I am from Kollam.
Educational background	
Present status	
	My ambition is to become an expert technician in the Automobile Industry.
Strengths / Qualities	I am.....
Hobbies	
Family	

Given below is a help box with more structures for introducing oneself. Read it carefully.

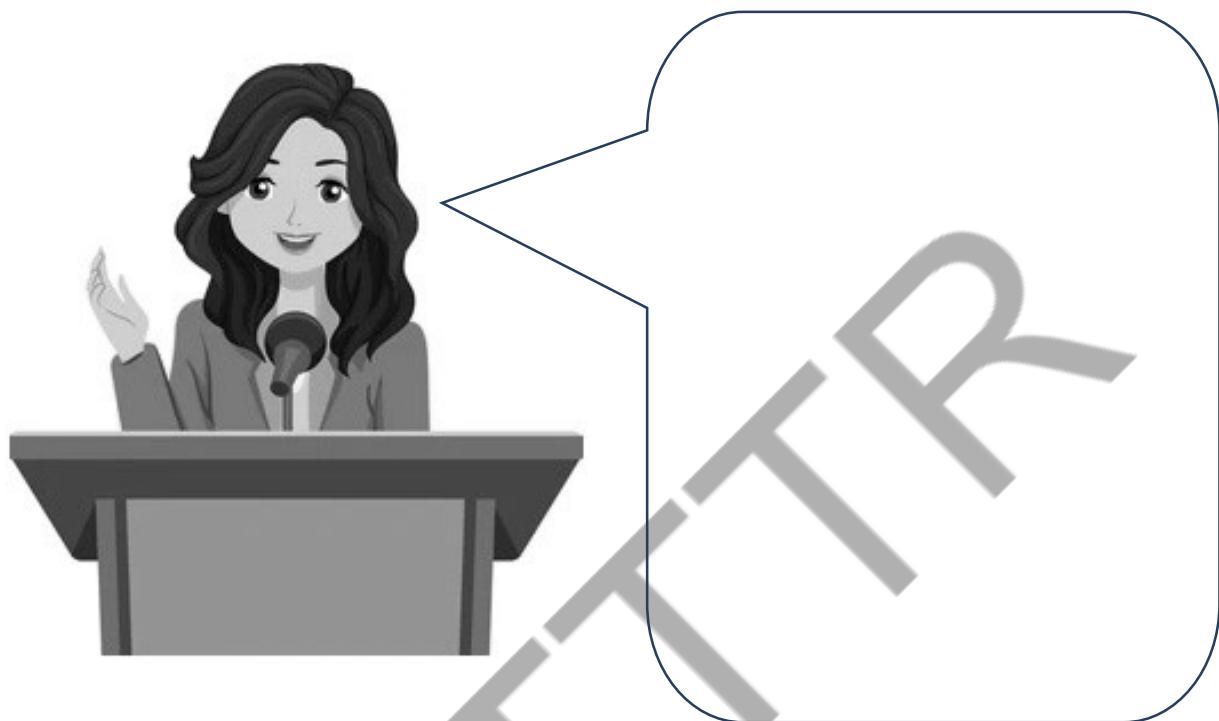
Name	Place	Education	Hobbies	Qualities
My name is.....	I am from....	I completed my schooling in...	My passion is..	<ul style="list-style-type: none"> ● Reliable ● efficient ● Sincere ● Truthful ● Frank ● Diligent ● Punctual ● Dependable ● Amiable ● Resourceful ● Easy going ● Adventurous ● innovative
I am.....	I come from..	I finished my tenth from....	I am interested in....	
	My native place is....	At present I am studying in.....	I love to.....	
	I am a native of.....	I am doing my Diploma in	I enjoy.....	
	I belong to...			

Ambition	Family
I want to be....	My family consists of.....
I would like to become....	I havemembers in my family
My goal is to become.....	My father is Mr..... He is a My mother is Mrs.....She is a homemaker.

Avoid saying

- Myself Rahul Raj.
- I am Mr. Rahul Raj.
- My good name is Rahul Raj.

1.9.2 Now Introduce yourself to your class making use of the help box.



1.9.3 Read the self -introduction given by Ann Mary before the interview board at Vismark IT Solutions, Ernakulam.

Good afternoon everyone. Thank you for short listing me for the interview. I am Ann Mary from Kozhikode. I completed my B.Tech in Computer Engineering from CUSAT, Ernakulam. I am also a certificate holder in Artificial Intelligence and Machine Learning. I have been working as Web Developer at Flynt Technologies, Kakkadan for the past 3 years. During work breaks, I enjoy reading and travelling. I am honest, ambitious and hardworking and highly adaptable to new and fast-paced environments. Right now I am looking for an opportunity to apply my knowledge and skills to an innovative working atmosphere like the one provided by your firm. I also firmly believe that I can contribute immensely to the growth of your company as well. Thank you.



Read the underlined sentences once again and match them correctly using straight lines.

work experience	I am honest, ambitious and hardworking and highly adaptable to new and fast-paced environments.
the reason for applying for this job	I have been working as a Web Developer at Flynt Technologies, Kakkanad for the past 3 years.
the qualities that make him suitable for this job.	I am looking for an opportunity to apply my knowledge and skills to an innovative working atmosphere like the one provided by your firm.

1.9.4 Check whether Ann has included all these details in her self-introduction. Put a tick-mark if she has done it.

1. Ann has greeted the interviewers.
2. She has expressed her gratitude.
3. She has mentioned her full name and the place she comes from.
4. She has spoken about her educational background.
5. She has also mentioned her additional qualifications.
6. She has talked about her work experience and her present professional status.
7. She has referred to her hobbies also.
8. She has spoken about the positive qualities that make her fit for this job.
9. She has answered the question, “Why have you applied for this job?”
10. She has ended with a ‘Thank you’.

Note:-

More useful structures explaining the reason for applying for the job are given in the help box.

- I am looking for a more challenging assignment and this position really excites me.
- With my passion for knowledge and my skills in programming, I wish to work for a leading, innovative software company like yours and I do believe I can make a positive impact.

Note:-

Family details should be included in a formal self-introduction only if it is relevant. (if it highlights your skills)

- My father is a farmer and I helped him set up a process where he could directly sell his produce at the farmer’s market.
- My mother had been a homemaker till last year. But during the last vacation I helped her set up a small tailoring unit at home with my savings from work.

1.9.5 Imagine that you are attending an interview for the post of supervisor at Indus Motors, Thiruvananthapuram. How will you introduce yourself ?

Module II

OTG

*We are constantly on the move to fulfil promises in life.
OTG keeps your data accessible wherever you go.*



2.1 Stopping by Woods on a Snowy Evening

- Robert Frost

Study the picture of “Horse and sleigh on Valdez Trail to Fairbanks” given below and answer the questions:

- What do you notice first?
- What mood does the picture create in you?
- Frame five questions that you would ask your friends to understand more about the image.

E.g. Where is the man going?



2.1.1 Quickly go through the poem and find out the words which indicate the winter season:

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Glossary

woods	:	forest
queer	:	strange
harness	:	the set of straps and strings to control the horse
sweep	:	soft, gentle sound
easy wind	:	calm wind
downy flake	:	soft feathery snow

One of the most celebrated figures in American poetry, Robert Frost was the author of numerous poetry collections, including *New Hampshire*. Born in San Francisco in 1874, he lived and taught for many years in Massachusetts and Vermont. He died in Boston in 1963.

2.1.2 Understanding the poem

1. State whether the following statements are true or false:
 - a. It is winter.
 - b. The speaker feels guilty and uncertain about stopping.
 - c. The speaker has lost his way.
 - d. At the end of the poem, the speaker and his horse leave the woods and go home.
 - e. The speaker thinks about his death.
 - f. The speaker admires the snowy woods and is attracted to its stark beauty and solitude.
 - g. The owner is known to the speaker.
 - h. The owner of the woods lives in the forest.
 - i. The horse is worried about the author stopping in the woods.
2. Find out from the poem, the lines which have the same meaning as the following.
 - a) There is no one to watch the speaker trespassing.
.....
 - b) The horse thinks that it is strange to stop in the woods.
.....
 - c) The little horse draws the master's attention.
.....
3. Answer the following questions.
 1. What does the narrator say about the owner of the woods?
.....
 2. Why does he mention that the owner's house is in the village?
.....

3. Why is the narrator stopping between the woods and the frozen lake instead of passing by them?

4. What mood is set when the narrator says “The darkest evening of the year”?

.....

5. Why do you think the horse wants to ask if there is some mistake?

.....

6. How does the horse express its feelings?

.....

7. Identify the auditory images used in the poem.

.....

8. How does the narrator feel about the woods?

.....

9. Why is the poet forced to go from the woods?

.....

10. What might these promises be?

.....

11. The speaker in this poem is in two minds. He must take a decision. What does he decide?

.....

12. What contrasts (opposites) can you find in the poem?

.....

13. Does the poem have a rhyme scheme? Examine.

.....

2.1.3 Alliteration

Alliteration is a literary style that deals with the repetition of similar or identical consonant sounds. The consonant sounds are usually repeated at the beginning of each word in a line, but can also appear anywhere else where a word is stressed. It makes a line fun to read and adds to the musicality of the poem.

E.g. He was four times a father, this fighter prince:

Assonance is the repetition of vowel sounds in quick succession and in more than two instances. The use of assonance is usually in a number of nearby words in a sentence, line, or phrase and can be anywhere in a word.

E.g. Who knows why the cold wind blows

Or where it goes, or what it knows.

Find examples of alliteration and assonance from the poem. What do they do for the poem?

.....

2.1.4 Try to answer these.

1. “And miles to go before I sleep” is repeated. What could it mean other than the literal meaning?

.....
2. Symbols take the form of words, sounds, gestures, ideas, or visual images and are used to convey other ideas and beliefs. For example, a red octagon is a common symbol for "STOP"; on maps, blue lines often represent rivers; and a red rose often symbolizes love and compassion. Could the woods be a symbol? Support your opinion with evidence from the text.

.....
3. The poem is believed to have a reference to the poet’s life itself. What could the following signify?
 - a. The speaker’s journey
 - b. Snowy evening / darkest evening

- c. Lovely, deep, dark woods
 - d. Promises
 - e. Sleep

2.1.5 Suppose the speaker in the poem tweets a message to the owner of the woods. What might he tell him? Use your imagination and prepare such a message on Twitter.

A large, dark Twitter bird icon is positioned in the bottom right corner of the slide.

2.1.6 Rewrite the poem from the point of view of the horse.

You may use the poet's own style like:

Why my master stops here I don't know

He surely must have his reasons though.

2.1.7 Write down a line in the poem that you liked very much.

Can you share the reason why you liked it?

.....
.....

2.1.8 Let us now watch the poet Robert Frost himself reciting this poem.

Follow this link: <https://www.youtube.com/watch?v=rebVUgCgSAU> or scan this QR code to watch:



2.1.9. a) After listening to the poet, recite the poem and **upload the video on Flipgrid.**

b) Now attempt an online quiz on this poem. Your teacher will give you a quiz on platforms like quizizz, testmoz etc.

2.2. Let's connect... Look at the following pairs of sentences.

(a) You will not pass. You study well.

(b) You will pass. You study well.

The sentences in (a) can be joined together by the connecting word “unless” and made into a meaningful sentence:

You will not pass unless you study well.

However we need a different connecting word for (b) to join them together to produce a meaningful sentence:

You will pass if you study well.

Join the following pairs of sentences using suitable connecting words from the help box given below:

yet	although	not only...but also	but
when	since	or	so...that

1. The poet left the woods. He did not like to go.

.....

2. You should use safety wear. You are working with a machine.

.....

3. I wanted to attend the party. My father did not permit me.

.....

4. Will you have tea? Will you have coffee?

.....

5. He is a rich businessman. He is not happy.

.....

6. Jaffer is good at studies. He paints well.

.....

7. Jacob is weak. He cannot run.

.....

8. The train had left. We reached the station.

.....

After reading a poem on the wonders we see while travelling, let us now embark on a journey to explore the wonders of modern technology. Here is introducing to you, one innovation that is useful to everyone constantly on the move.

2.3 OTG – On the Go

USB On-The-Go (USB OTG or just OTG) is a specification that allows USB devices, such as tablets or smartphones, to act as a host, allowing other USB devices, such as USB flash drives, digital cameras, mouse or keyboards, to be attached to them. Use of USB OTG allows those devices to switch back and forth between the roles of Host and Device. A mobile phone may read from removable media as the Host, but present itself as a (USB Mass Storage) Device when connected to a Host computer.

USB OTG introduces the concept of an appliance performing both Host and Device roles – whenever two USB appliances are connected and one of them is a USB OTG device, they establish a communication link. The appliance controlling the link is called the Host, while the other is called the Device or peripheral.

A pen drive that could be plugged both into the Micro USB slot of a smartphone as well as the USB port of a computer is called an OTG pen drive. There are two major benefits of using an OTG pen drive. The first advantage is that we do not need any cable to connect the smartphone to the pen drive. Such a pen drive is plug-and-play; that is we can connect it directly to the Micro USB port of the phone and transfer data. This is most useful for people who are travelling and do not always have access to a computer to access information. The second benefit of an OTG pen drive is that it is also useful as a standard external storage device for our phone. We can move huge files on our phones to the pen drive and save a lot of valuable space in them. Thus, an OTG pen drive functions as an extension for our phone. These days most of the phones support USB-OTG.

(Courtesy: Article from Wikipedia)

Here is an image of an OTG pen drive:



Now that you have read the passage on OTG, try to find out the answers to the questions given below:

1. What is the difference between a host and a device?
2. What is an OTG pen drive?
3. What are the benefits of OTG pen drives?

2.3.1. Prepare notes on the above passage:

On the Go

1. Consists of hosts and devices
 - 1.1 Tablets, smartphones etc. function as host
 - 1.2 USB flash drives, mouse or keyboard as device
 - 1.1.1 These devices can be plugged and played
 - 1.2.1 Do not require cables to connect to host
2. Benefits
 - 2.1
 - 2.1.1
 - 2.2
 - 2.2.1
3.

2.4 Tense

These are stanzas from two poems prescribed for you. Read it and try to answer the questions that follow.

- a) Whose woods these are I think I know.

His house is in the village though;

Tense used :

Reason :

He will not see me stopping here

To watch his woods fill up with snow. (Stopping by Woods on a Snowy Evening)

- b) I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice. (Night of the Scorpion)

Tense used :

Reason :

Why was *had driven* used instead of *drove*?

2.4.1 Rahul, a diploma holder, is telling us about his workplace. Read the following passage to know more:

I am Rahul. I have a Diploma in Mechanical Engineering. Now, I am doing a part-time B.Tech in MGR University. At present, I am working in LifeLong Tyres, Chennai. I joined as a supervisor here last month. I had worked as a trainee in ASG Tyres, Coimbatore.

Here, my duty as a supervisor includes managing workflow, evaluating performance and providing feedback, reporting to senior manager and training new employees.

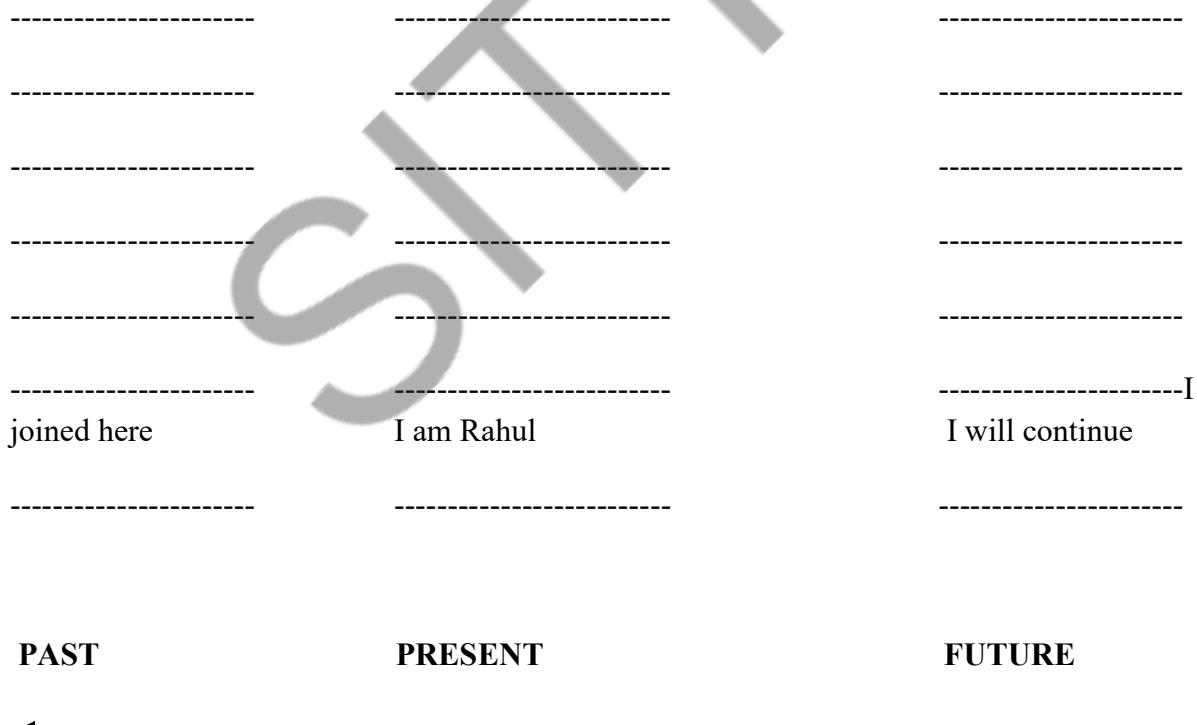
Yesterday, I faced a technical issue in our plant. I noticed that a slight variation in temperature setting damaged some tyres. Our technicians intervened and solved this problem. These issues happen very rarely in our plant, as we ensure that every criterion is fully satisfied in the production of each tyre.

Personally, I like this job very much as it gives me an opportunity to use my knowledge and skills. We also have a cordial atmosphere here. The payment is also good. So, I will continue here and give my best to this company.

Which of the following statements related to the passage are true? Put a tick against each statement if it is true.

1. ‘Now, I am doing part time B.Tech....’ This statement shows what he is doing at present.
 2. ‘I had worked in ASG Tyres....’ This statement denotes that it happened before something else.
 3. ‘I noticed a slight variation in temperature....’ This refers to something that is happening at present.
 4. ‘The payment is also good,’ This points to a fact.
 5. ‘So, I will continue here...’ This shows Rahul’s plan for the future

Rahul tells us about past aspects, present aspects and future plans. The verbs refer to time in a sentence. Can you classify verbs in their respective columns of past, present and future?



2.4.2 Activities

1. Some daily activities are given below. Pick up items related to you and frame sentences. (e.g. I work from 9 am to 5 pm.)

work
nutritious food
plan well
wake up early remain calm
help others play games
enough sleep
pray hygiene
drink water
exercise

2. Picture description

Write down five sentences describing what is happening in the picture. (E.g. A man is picking oranges from the rack.)



3. Write down what you did yesterday.



Yesterday I woke up at (time)



..... (item)



..... (subjects)



..... (minutes)

4. Combine these sentences using the tense forms.

- 1) I completed my assignment (8 am yesterday). I met the teacher. (9.30 am yesterday).
- 2) I lived in Thrissur. (2009) I moved to Thiruvananthapuram. (2011)
- 3) I returned home. I forgot my textbook.

- 2) I had lived in Thrissur before I moved to Thiruvananthapuram in 2011.

5. Here are some sentences expressing the future. Fill in the blanks appropriately.

- 1) I will support your food supply start up project. (support)
- 2) I my assignment tomorrow itself. (submit)
- 3) We my boss next week. (meet)
- 4) He the amount in six instalments. (repay)

2.4.2. Let's do some exercises.

1. Use the correct forms of the verbs given in brackets.

- 1) We a review of our sales tomorrow. (have)
- 2) Yesterday, our company an order for 10 lathe machines. (get)
- 3) Now, I the front elevation of our new project. (design)
- 4) Did you the service centre about the issue with our printers? (inform)
- 5) The company additional incentives as the workers their target. (announce, achieve)

2.4.3. Correct the errors in the following conversation between a customer and a service agent:

Service agent : Contact us when you had any issue related to our products. We provided free service for one year.

Customer : What did I pay after one year?

Service agent : Only the cost of spare parts. We don't take labour charges for three years.

Customer : Thank you for the information.

Service agent : You are welcome.

2.4.4. More about Tenses now!

Simple Present is used to express:

- something that is true in the present.
- something that happens regularly in the present.
- something that is always true.
- something that is fixed in the future.

Present Continuous is used to indicate:

- activities at the moment of speaking. E.g. I am writing a report.
- future plans or arrangements. E.g. Sayid is leaving for Dubai tomorrow.

Simple past is used to refer to:

- that which was completed at a definite time in the past.

E.g. Saira visited Delhi in 2015.

Past Perfect tense is:

- Used to show the order of two past events. The past perfect shows the earlier action and the simple past shows the latter action.

E.g. When we reached the station, the train had left.

- Used in expressions with *for*

E.g. Hima had worked there for ten years.

Simple Future is used to express:

- a future event
- willingness

2.5. Presentation Skills

One of the most important skills required in today's professional world is the ability to deliver effective presentations. Nowadays, most presentations are made using slides projected on a screen. The additional feature of audio-visual elements paves the way for effective communication. This section looks at what it takes to plan, organise and deliver a successful presentation.

Why make a Presentation?

Discuss with your friend the following questions:

- a) What do you mean by a presentation?
- b) Why does a diploma engineer need to master presentation skills?
- c) How is an oral presentation different from a report?

The Planning Process

Three engineers are planning to make a presentation for their company. Given below are tips they consider important while planning the presentation. Strike off those in each of the options you think should be avoided at the planning stage.

- A: Collect information about the topic, practise in front of the mirror, organise the presentation into sections, build up tension.
- B: Brainstorm ideas, prepare an outline, use long sentences, use visual aids.
- C: Study a lot of jargon to impress others, think of a catchy introduction, decide on an achievable aim, and collect details about the audience.

Knowledge and Audience

Read the responses of Navneeth and Nevin about making effective presentations. Who do you agree with? Why?

Navneeth : All you need to concentrate is on having a thorough knowledge of the subject you are going to present. There is no need to know anything about the audience.

Nevin : I think knowing about the audience is as important as knowledge of the subject for an effective presentation. A well prepared speech given to the wrong audience is disastrous.

2.5.1. Let's do it.

Some verbs which are often needed in presentations are given below. Complete the introduction of the presentation by inserting suitable verbs from the box. You may need to use some of these twice.

discuss	outlining	sharing	bring
talk	highlight	tell	report
start	giving	keep	go on to

1. Good morning everyone. I am Rajiv Menon. Today, I am going to to you about the UPS Maintenance Project taken up by our institution. So I'll begin by you the background of the project and then I'll you up to date on the progress of the project. I'll go on to what I see as the main achievements of the project. After that, I will be our plans for further extension of the project. In the end I will you how you can become a part of this project. You may raise your questions and queries after my presentation.

2. Good afternoon dear friends. I am here to with you the problems faced by students with online learning. I will with village areas where these are largely felt by the student population in our state. I will then to semi-urban and urban areas.

2.5.2. What is required?

All presentations begin with an Introduction where we greet the gathering and mention the topic of our presentation. This would be followed by giving an outline of the presentation. Given below are some methods of organizing the structure of your presentation. You may use different verbs (highlighted in bold) as they are given in the examples below.

Introduction

Greeting: Good morning dear colleagues / friends / ladies and gentlemen /everyone.....

Topic:

Today I wish to **talk** to you about.....

I'd like to **say** a few words about.....

I'm here to **make** a presentation on.....

This morning I'm going to be **talking** to you about / telling you about /**showing** you / **reporting** /**having** a look at /**presenting**

Outline:

I'll be **dealing** with three areas.

I've **organized** my talk into.....

So I'll start off by **giving** you some background about/ **provide** up-to-date information on / **presenting** you an overview of/ **making** a few observations about / **outlining**..... and then I'll go on to **discuss** in more depth / **highlight** what I see as the main / **make** detailed recommendations regarding.....

I will **conclude** with..... / I will **end** my presentation with..... / At the end of my presentation I will **request** you to raise any questions or queries.

2.5.3. Let's try to make a presentation.

You have been asked to make a presentation on waste management. Prepare a brief introduction and overview to begin your presentation with the help of the verbs given above. Read out the introduction and overview to your friend and listen to hers/his.

.....

.....

Now, let us prepare two slides to begin this presentation.

Introductory Slide



STR

Outline Slide



S

Have you included the following? :

1. Introductory Slide: The topic of your presentation, your name, institution etc.
2. Outline Slide: Different ideas that you plan to present like definition of waste, types of waste, how to manage, conclusion etc.

2.5.4. Signposting

Signposts are useful to guide the listeners through a presentation. Look at the phrases given below. These will help us to guide our audience through the presentation.

- to move on
- to go back
- to summarize
- to expand on
- to recap
- to conclude
- to elaborate on
- to illustrate

Choose one of the signpost expressions from the above for the following situations:

- | | |
|---|--------------------|
| i When you want to make your next point | To..... |
| ii When you want to refer to an earlier point | To..... |
| iii When you want to repeat the main points | To..... |
| iv When you want to give a wider perspective | To..... |
| v When you want to give an example | To..... |
| vi When you want to do a deeper analysis | To..... |
| vii When you just want to give the basic points | To..... once again |
| viii When you want to finish your talk | To..... |

More Signposts

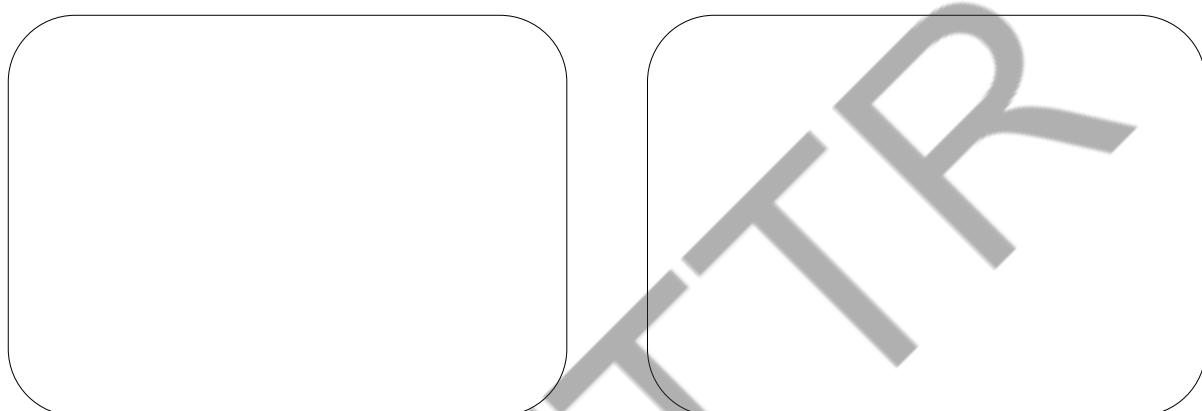
Here are some more helpful signposts which you could use in the middle stage of your presentations.

Showing steps

- First of all let's look at
- Then
- Next
- Lastly.....

2.5.5 Here is a paragraph on Waste Management. Find the main point and subpoints and prepare two slides.

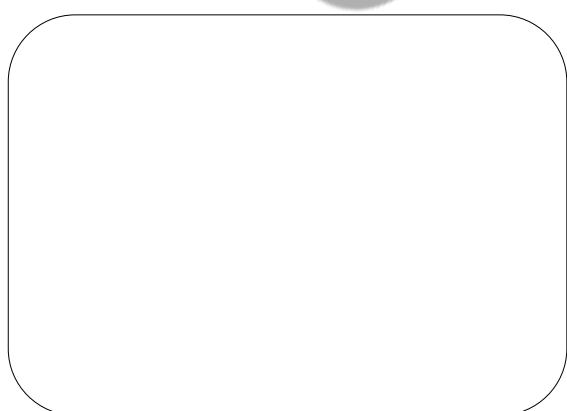
Waste is any kind of material which is no longer in use and has come to an end, sometimes it is said that its life has been exhausted and will not be used further. It is the unwanted material which people have thrown from their house. In other words it is also called “garbage” and “trash”. It can be in any form such as solid, liquid or gas. Waste is produced daily in our homes which include bio-waste and plastic waste.



Here is a paragraph on conclusion for the presentation:

You must have now understood the importance and necessity of practising waste segregation and management. Waste management is a practice which includes a series of steps right from the beginning to the disposal. Each of us should develop awareness towards this issue. By practising proper waste management techniques we will not only safeguard ourselves from numerous health hazards, but also save our environment from pollution.

How will you prepare your concluding slide? What are the points you would include in it?



(Don't forget to include a note of thanks to your audience.)

2.5.6 Examine your slides with the following checklist:

I have used simple and clear language in my slides.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
My sentences are not very long.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I have used technical terms in my slides.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
My fonts are clearly visible and readable	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I have crammed a lot of information in a slide.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I have included only appropriate pictures.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
My bars and graphs can be easily understood.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

2.5.7 Now examine the following slides. Which of them will be more effective in a presentation? Why?

The image shows two side-by-side presentation slides. Both slides have a dark grey header bar with the text "Science and Technology" in white. Below the header, the left slide contains a large amount of dense text in a black font, while the right slide contains a bulleted list of three items. A large, semi-transparent watermark of the letters "GK" is diagonally across the slides.

Science and Technology

- Science and Technology have always been an integral part of Indian culture. Natural philosophy, as it was termed in those ancient times, was pursued vigorously at institutions of higher learning. The Government of India has spared no effort to establish a modern S&T infrastructure in the country. The Department of Science and Technology plays a pivotal role in promotion of science and technology in the country.

Science and Technology

- An integral part of Indian culture
- Called Natural Philosophy in ancient times
- Govt. of India promotes it through Dept. of Science and Technology

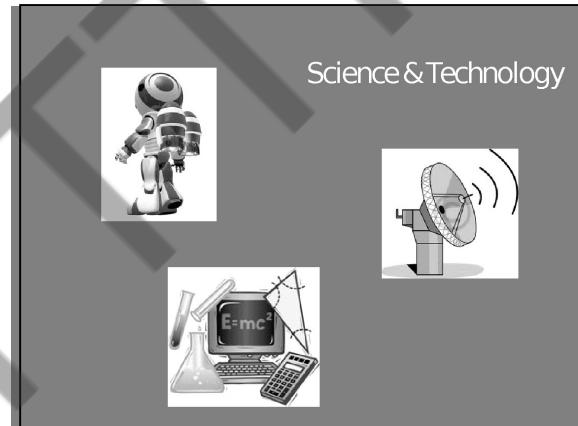
Look at those below and which is essentially more effective? Why?

Nano Mission

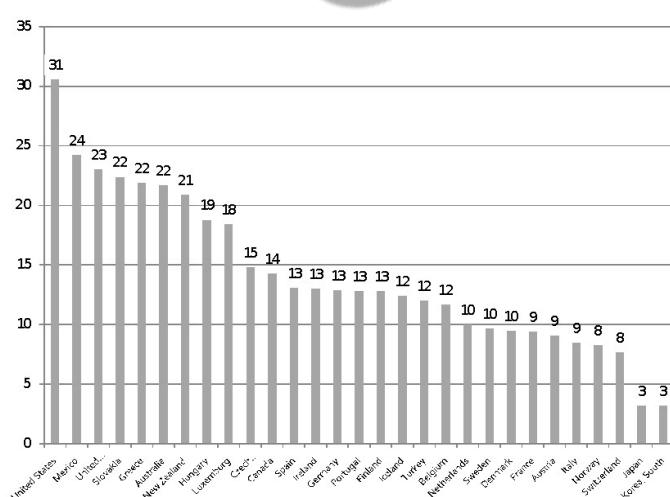
- The Government of India launched a Mission on Nano Science and Technology in 2007.
- THE DEPARTMENT OF SCIENCE AND TECHNOLOGY IS THE NODAL AGENCY FOR IMPLEMENTING THE NANO MISSION.
- Has the goal of linking students and teachers with the scientific research community.

Nano Mission

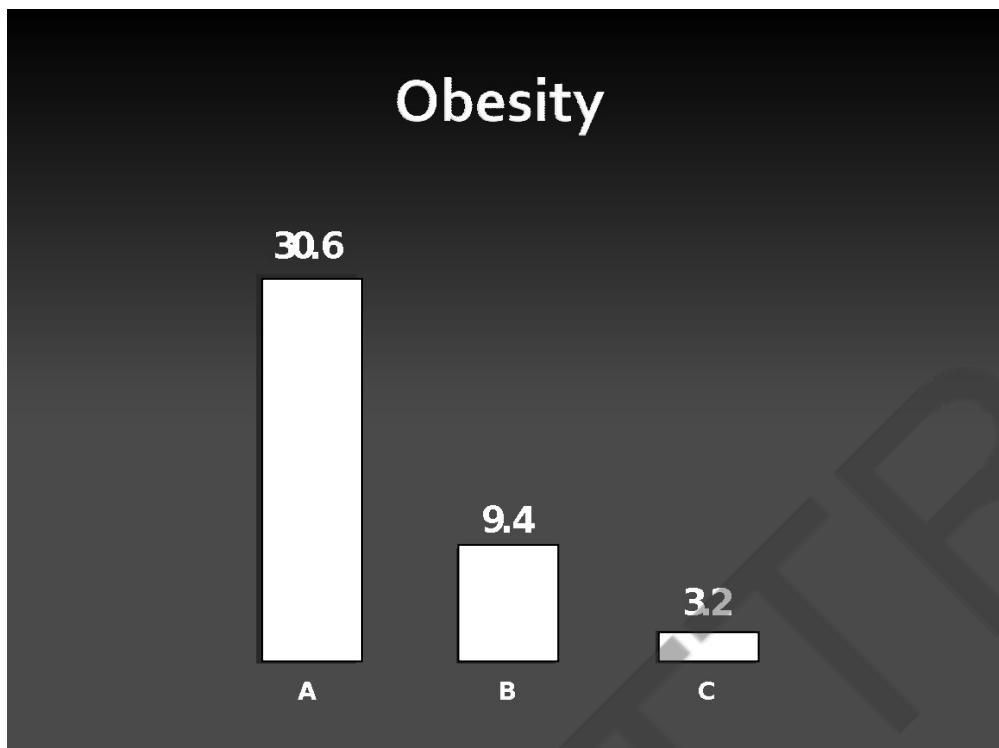
- The Govt. of India launched a Mission on Nano Science and Technology in 2007.
- Dept. of Science and Technology is the nodal agency for implementation.
- It has the goal of linking students and teachers with the scientific research community.



Obesity



Country	Population
United States	30.8
Mexico	24.2
United Kingdom	23
Slovakia	22.4
Greece	21.9
Australia	21.7
New Zealand	20.9
Hungary	18.8
Luxembourg	18.4
Czech Republic	14.8
Canada	14.3
Spain	13.1
Ireland	13
Germany	12.9
Portugal	12.8
Finland	12.8
Iceland	12.4
Turkey	12
Belgium	11.7
Netherlands	10
Sweden	9.7
Denmark	9.5
France	9.4
Austria	9.1
Italy	8.5
Norway	8.3
Switzerland	7.7
Japan	3.2
Korea South	3.2



2.5.8 Showcase your Presentation Skills:

You are the team leader of a project assigned to you by the company. Prepare slides for a presentation for a sales promotion to be made before your colleagues based on the following clues:

- [1. Introduction, 2. Overview,
- 4. Solution/remedies to resolve issues, 3. Problem of decreasing sales,
- 5. Conclusion.]

2.6 Composing Emails

Introduction to Emails

Email or electronic mail is a method of exchanging messages between people using electronic devices. Email is defined as the transmission of messages over communication networks. In simple words, email is a message that may contain text, files, images, or other attachments sent through a network to a specified individual or group of individuals. The first email was sent by Ray Tomlinson in 1971. Tomlinson sent the email to himself as a test. By 1996, more electronic mail was being sent than postal mail.

The reason emails became more popular than the “snail mails” is that they are faster, simpler and cheaper. When emails are sent, they reach almost instantaneously to the recipient. To

write an email is simpler and easier than a conventional letter. Talking about the cost, if we already have an internet connection, it costs us nothing to send an email. Thus, today, emails are the most popular form of professional communication tools.

2.6.1. In this unit, let us understand the nature of emails and how to compose them properly.

Look at the email given below and pick out the errors in format, spelling and punctuation:

Date:	2020 April 21
From:	www.abc.example.com
To:	www.def.example.com
Subject:	Purchase of Machinary.
<p>Dear Mr. Binoy</p> <p>Greetings from Indo Synthetics.</p> <p>This is with reference to the order for purchase of machinary for our factory. We had ordered a set of 10 winding machines, 20 carding machines and 15 spinning machines as per the order number 4/IS/2020. The order was placed a week ago on the 13 of April.</p> <p>We have received information from our despatch and receipts section that though you accepted the order, it has not been delivered. Please deliver the order within the 27th April to avoid cancelation.</p> <p>Thanks</p> <p>Yours sincerely</p> <p>Manager</p> <p>Harshan</p> <p>Indo Synthetics</p>	

Corrections:

2020 April 21	- 21 April 2020
www.abc.example.com	- abc@gmail.com
www.def.example.com	- def@example.com
Binoy	- Binoy,
machinary	- machinery
13 of April	- 13 April
cancelation	- cancellation
Thanks	- Thanks.
Your's sincerely	- Yours sincerely,
Manager	- Harshan
Harshan	- Manager

Why is it so?

- *www is the format of a URL (website)*

2.6.2. Look at the **highlighted** parts in the email given below and pick out the errors in language:

Date:	30 th April 2020
From:	sayeed@textiles.com
To:	christy@fabric.com
Subject:	Product Presentation.

Dear Ms. Christy,

Hearty wishes on this festive season from Hafiz Textiles.

We were a textile manufacturing company based in Kerala. We have large varieties of products from dress materials to interior decoration fabric. We like to market our products to eminent wholesalers like you. The representative from our company was visiting your area next week to gave a presentation on our products.

We are sure that our wide range of products will impress reputed wholesalers like you. Kindly provided us the date convenient to you so that we must meet you in person.

Look forward to a fruitful association with you,

Thanking you,

Yours faithfully,

Sayeed

Hafiz Textiles

Corrections:

We were a	- We are a textile...
We like to market	- We would like to market...
was visiting your area...	- will be visiting your area...
to gave a presentation	- to give a presentation...
Kindly provided us the date	- Kindly provide us the date
we must meet you...	- we can meet you...
Look forward to...	- Looking forward to...

Why is it so?

- *We introduce ourselves in the present tense.*
- *Requesting is done with structures like “would like to”*
- *Future is indicated by “will be”*
- *“to” is followed by the base form of the verb.*
- *must indicates compulsion, can indicates possibility.*
- *“Looking forward to” indicates eagerness.*

2.6.3. Here is another email for you to read. **Improve the language by focusing on its clarity and using plain English.**

Date:	4th May 2020
From:	samuel@coolers.com
To:	paul@business.com
Subject:	Product Malfunction.

Dear Mr. Samuel,

We regret to inform you that the ACs installed by your company in the month of April have commenced to demonstrate malfunction. At the present time, only ten of the forty ACs work in a proper manner.

We tried to troubleshoot the issues using our available resources. Our technical staff were unable to ascertain the actual problem with the ACs. I request you to endeavour to send your technical service personnel at the earliest opportunity in an effort to find a solution to the issues.

Kindly also note the fact that we will be unable to clear your payment until such time as the ACs are repaired.

Thanks.

Yours faithfully,

Paul

Business Today

Corrections:

- | | |
|---|-------------------------------------|
| have commenced to demonstrate malfunction | – have started showing trouble |
| At the present time | – now |
| in a proper manner | – properly |
| ascertain | – find |
| endeavour | – try |
| technical service personnel | – technicians |
| at the earliest opportunity | – soon / asap (as soon as possible) |
| in an effort to find a solution to the issues | – to solve the issues |
| Kindly also note the fact that | – kindly note that |
| until such time as | – until |

What is plain English?

- To use plain English is to express our ideas simply and clearly. It focusses on not using complicated structures as well as complex words when simple ones are available.
- The benefit is both for the writer and the reader. The writer finds it easy to compose the message and the reader finds it easy to understand.
- Plain English reminds us that the basic purpose of language is communication.

Common Abbreviations

FAQ	– frequently asked questions
Thx	– thanks
TIA	– thanks in advance
IMO	– in my opinion
CU	– see you
FYI	– for your information
BTW	– by the way
Fwd	– forward
LOL	– laughing out loud
2	– to
U	– you
RU	– are you
Info	– information

2.6.4 Composing Emails

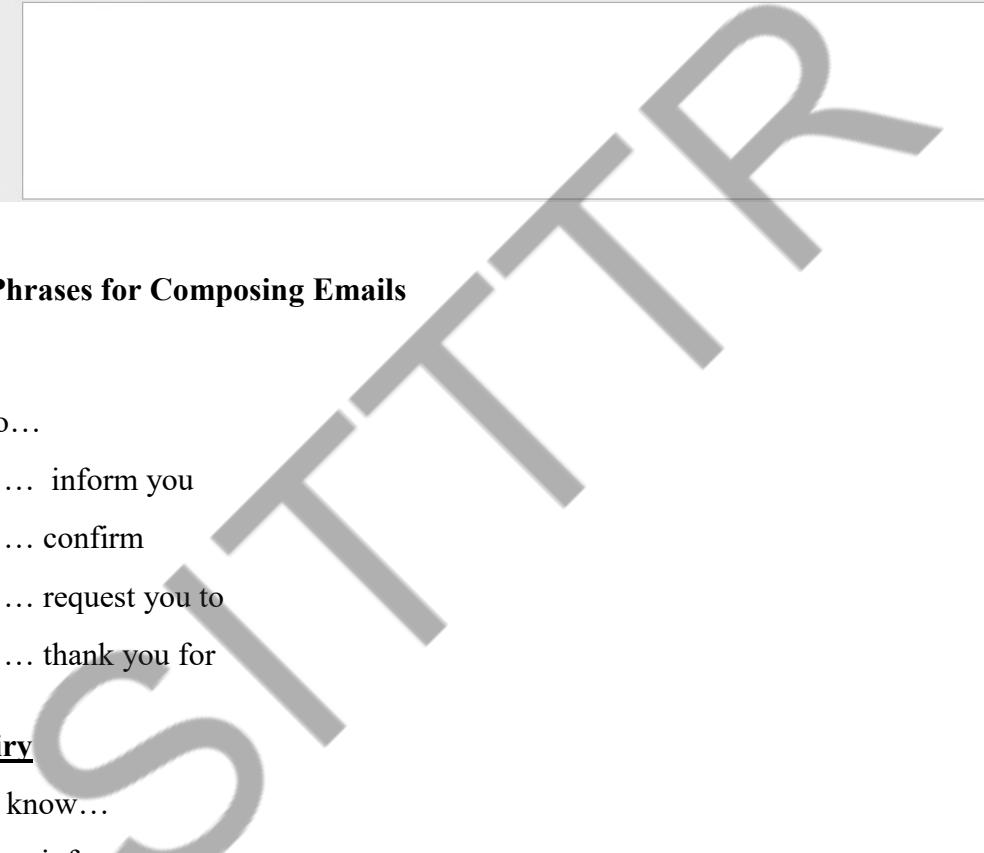
1. Complete this email to your client informing them about the delay in delivering their order because of an unexpected layoff in your factory.

Date:	
From:	
To:	
Subject:	
Dear _____,	
We are sorry to inform you that _____	

We are working on the issue and hope _____	

Kindly accept our sincere apologies for the inconvenience caused.	
_____ _____ _____	

2. Write an email to the manager of your company about the progress of the work done in the project that you have undertaken.



A screenshot of a 'Compose Mail' interface. On the left, there's a sidebar with links to 'Compose Mail', 'Inbox', 'Starred ★', 'Sent Mail', 'Drafts', 'All Mail', 'Spam', 'Trash', and 'Contacts'. At the top right are buttons for 'Send', 'Save Draft', and 'Discard'. Below these are fields for 'To:', 'Cc:', 'Bcc:', and 'Subject:'. Under 'Attachments:', there's a button to 'Choose File' which says 'No file chosen' and a link to 'Attach More Files'. A large, semi-transparent watermark of the letters 'SITR' is overlaid on the right side of the form.

2.6.5 Useful Phrases for Composing Emails

Introduction

This email is to...

- ... inform you
- ... confirm
- ... request you to
- ... thank you for

Making enquiry

I would like to know...

Could you please inform...

Kindly help to ...

I would be grateful if ...

Replies to an enquiry

Thank you for your interest.

Please see attached the information requested.

We are working on your request.

Please bear with the delay.

Requesting action

Have you completed ... yet?

Can you send ... to me by Monday,
please?

I need ... by Tuesday.

Keep me posted/informed.

Please look into...

Take necessary steps to...

Complaining

This is a complaint about...

I'm not happy with...

I was disappointed to find that...

Unfortunately...

Apologizing

We are sorry to know that...

I sincerely apologize...

We deeply regret the inconvenience...

Please accept our apologies...

Closing the Email

Yours sincerely

Yours faithfully

Kind/Best regards

Regards

Best wishes

Best

Take care

Bye

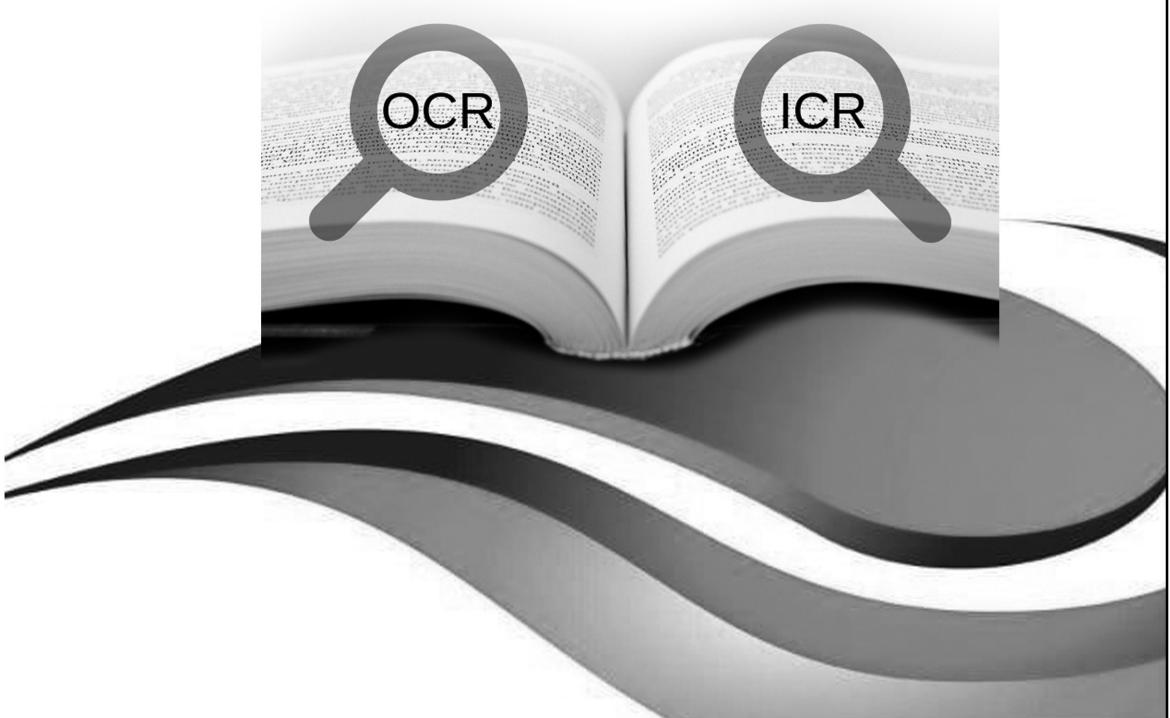
2.6.6. Email Etiquette

1. The subject line should clearly indicate the topic discussed in the message.
2. Respond to emails within 24 hours of receiving it.
3. Use proper salutation and use the name of the recipient in the message.
4. When your email has an attachment, indicate it in the message.
5. Use legible fonts which can be read easily.
6. Do not use all CAPITALS while writing. It would be like shouting.
7. Do not use emoticons in professional emails.
8. Use courteous and polite language.
9. Check grammar and spelling before hitting the “Send” button.
10. Do not forward emails unnecessarily.

Module III

OCR

*The astrologer reads cards and makes his own conclusions.
OCR reads characters, but is no guesswork.*



AN ASTROLOGER'S DAY (Abridged)

- R. K. Narayan

3.1. Read the bold lettered words in the first paragraph of the story given below and share with your friends who uses these things and for what.

Punctually at midday, he opened his bag and spread out his professional equipment, which consisted of a dozen **cowrie shells**, a square piece of cloth with obscure **mystic charts** on it, a notebook and a bundle of **palmyra writing**. His forehead was resplendent with **sacred ash** and **vermilion**, and his eyes sparkled with a sharp abnormal gleam which was really an outcome of a continual searching look for customers, but which his simple clients took to be a prophetic light and felt comforted. The power of his eyes was considerably enhanced by their position—placed as they were between the **painted forehead** and the **dark whiskers** which streamed down his cheeks: even a half-wit's eyes would sparkle in such a setting. To crown the effect, he wound a **saffron-coloured turban** around his head. This colour scheme never failed. People were attracted to him as bees were attracted to cosmos or dahlia stalks.

He sat under the boughs of a spreading tamarind tree which flanked a path running through the Town Hall Park. It was a remarkable place in many ways: a surging crowd was always moving up and down this narrow road from morning till night. A variety of trades and occupations were represented all along its way. Next to him sat a vendor of fried groundnut who gave his ware a fancy name each day and people flocked to him. A considerable portion of this crowd dallied before the astrologer too. The astrologer transacted his business by the light of a flare which crackled and smoked up above the groundnut heap nearby. The place was lit up by shop lights. One or two had hissing gaslights, some had naked flares stuck on poles, one or two, like the astrologer, managed without lights of their own. It was a bewildering crisscross of light rays and moving shadows. This suited the astrologer very well, for the simple reason that he had not in the least intended to be an astrologer when he began life; and he knew no more of what was going to happen to others than he knew what was going to happen to himself the next minute. He was as much a stranger to the stars as were his innocent customers. Yet he said things which pleased and astonished everyone: that was more a matter of study, practice and shrewd guesswork. All the same, it was as much an honest man's labour as any other, and he deserved the wages he carried home at the end of a day.

He had left his village without any previous thought or plan. If he had continued there he would have carried on the work of his forefathers-namely, tilling the land, living, marrying and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone, and he could not rest till he left it behind a couple of hundred miles. To a villager, it is a great deal, as if an ocean flowed between. He had a working analysis of mankind's troubles: marriage, money and the tangles of human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three pies per question and never opened his mouth till the other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advice. When he told the person before him, gazing at his palm, 'In many ways you are not getting the fullest results for your efforts,' nine out of ten were disposed to agree with him. Or he questioned: 'Is there any woman in your family, maybe even a distant relative, who is not well disposed towards you?' Or he gave an analysis of character: 'Most of your troubles are due to your nature. How can you be otherwise with Saturn where he is? You have an impetuous nature and a rough exterior.' This endeared him to their hearts immediately.

Glossary

Enhance (v)	- improve the quality, amount or strength of something.
Flank (v)	- to be on each or one side of something or someone.
Dally (v)	- delay, act slowly.
Astonish (v)	- to surprise someone very much.
Dispose (v)	- to make someone feel a particular way
Impetuous (adj)	- act quickly without thought or care

3.1.1 Vocabulary

- 1) Read the sentences in which the following words appear in the story and find out the meaning from those given in brackets. Discuss with your friends the contextual clues that helped you find the correct meaning.
 - a) resplendent (bright appearance, successful, awkward)
 - b) cosmos (a flower, the universe, order)
 - c) boughs (branches of a tree, to lower the head, an instrument)
 - d) transact (to conduct, to abolish, to travel)

2) “He spread out his equipment.” Is ‘equipment’ singular or plural?

Uncountable nouns are nouns that cannot be counted. They often refer to groups of similar objects. They have no plural forms. We use words such as *a lot of, some, much*, etc. in order to express the plural sense.

E.g. money, air, luggage, transportation, advice, education, evidence, information, knowledge, furniture.

Choose the correct options from the brackets and complete the sentences.

- a) All our equipment..... (has/have been) carefully tested.
 - b) Good information..... (are/is) essential for good decisions.
- 3) Complete the sentences with the correct form of the words in brackets.
- a) His description of the product reveals close observation and vivid(perceive)
 - b) Nirmal seeks out a Master’s Degree in Engineering, for career (enhance).
 - c) We must ensure (continue) power supply during the process of production.
 - d) Ashish finished the work to the complete(satisfy) of his supervisor.
- 4) “It was as much an honest man’s labour as any other, and he deserved the wages...”
- a) Put a tick mark against the antonym of ‘honest’
A) decent B) trustworthy C) sincere D) deceitful
 - b) What is the meaning of ‘labour’ here?
A) Physical work B) Childbirth C) A social class

3.1.2. We often **request** help or ask **permission** in real life. Read the conversation between John and Ashish.

John : Hello Ashish, can I ask you a favour?

Ashish : Certainly. I would be glad to help you.

John : Could you give me your English for Communication class notes for a day or two?

I missed a couple of lectures last week.

Ashish : I would gladly help you any other day, but I have a class test tomorrow. Why don't you ask Jaseem instead? I think he might help.

John : No problem at all. I will ask Jaseem. Thank you.

You have been asked by your manager to submit a project proposal by tomorrow.

You need one more day to complete it. Construct a conversation requesting extra time.

Expressions used to make requests:

Can/could/may/I/you.....

Will/would/you.....

Would you mind....

Accepting requests

Of course /certainly/

No, not at all.

Yes, with pleasure.

Denying requests

I would love to, but....

I would gladly help any other day but.....

I am afraid....

Sorry....

3.1.3. Understanding the Text

- 1) Do you think an astrologer's job is an honest one? Why?
- 2) "This colour scheme never failed." What colour scheme does the writer mention here?
- 3) "People were attracted to him as bees were attracted to cosmos or dahlia stalks."The figure of speech used in this line is
- 4) Why did the astrologer choose to do his business by the light of a nearby flare?
- 5) "It was a remarkable place in many ways". How was the place remarkable?
- 6) Comment on "He was as much a stranger to the stars as were his innocent customers".
- 7) The astrologer could understand the problem in five minutes. How?
- 8) What are the tricks used by the astrologer to endear himself to his customers?

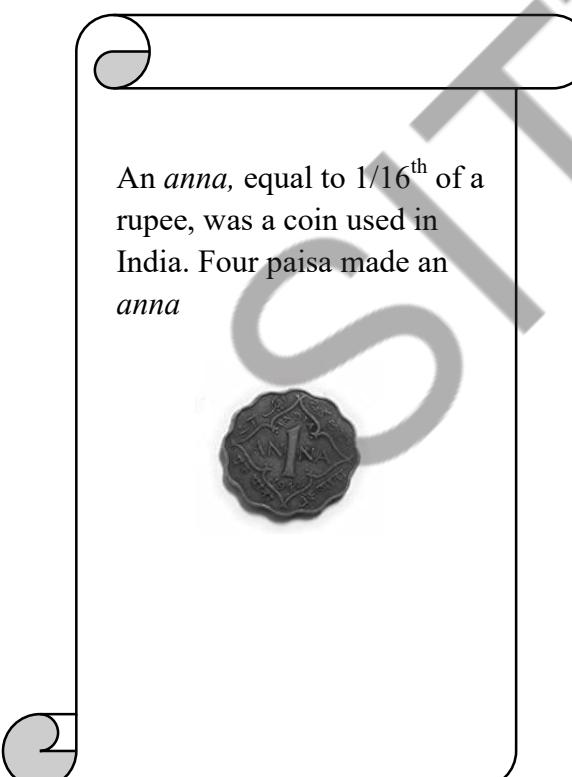
3.2. The astrologer is about to wind up his business for the day. Then he spotted a client and offered his assistance. 'I have some questions to ask. If I prove you are bluffing, you must return that anna to me with interest', the client challenged him.

Do you think that the astrologer will be able to rise to this challenge and satisfy the customer? Write down the possible methods that may be used by the astrologer to tackle him.

The nuts-vendor blew out his flare and rose to go home. This was a signal for the astrologer to bundle up too since it left him in darkness except for a little shaft of green light which strayed in from somewhere and touched the ground before him. He picked up his paraphernalia and was putting them back into his bag when the green shaft of light was blotted out; he looked up and saw a man standing before him. He sensed a possible client and said: 'You look so careworn. It will do you good to sit down for a while and chat with me.' The other grumbled some vague reply. The astrologer pressed his invitation; whereupon the other thrust his palm under his nose, saying: 'You call yourself an astrologer?' The astrologer felt challenged. Tilting the other's palm towards the green shaft of light he said, 'Yours is a nature . . .' 'Oh, stop that,' the other said.' Our friend felt piqued. 'I charge only three pies per question, and what you get ought to be good enough for your money . . .' At this the other

withdrew his arm, took out an *anna* and flung it out to him, saying, ‘I have some questions to ask. If I prove you are bluffing, you must return that anna to me with interest.’ ‘If you find my answer satisfactory, will you give me five rupees?’ ‘No.’ ‘Or will you give me eight annas?’ ‘Alright, provided you give me twice as much if you are wrong,’ said the stranger.

This pact was accepted. The astrologer caught a glimpse of his face by the match-light used by the stranger to light a *cheroot*. The other sucking his cheroot, puffing out, sat there ruthlessly. The astrologer felt very uncomfortable. ‘Here, take your anna back. I am not used to such challenges. It is late for me today’. He made preparations to bundle up. The other held his wrist and said, ‘You can’t get out of it now. You dragged me in while I was passing.’ The astrologer shivered in his grip, and his voice shook and became faint. ‘Leave me today. I will speak to you tomorrow.’ The other thrust his palm in his face and said, ‘Challenge is challenge. Go on. Shall I succeed in my present search or not? Answer this and go. Otherwise, I will not let you go till you *disgorge* all your coins.’ The astrologer muttered a few *incantations* and replied, ‘Alright. I will speak. But will you give me a rupee if what I say is convincing? Otherwise, I will not open my mouth, and you may do what you like.’ After a good deal of *haggling*, the other agreed.



Glossary

Paraphernalia (n)	all the objects needed for or connected with a particular activity.
Blot out (phr)	to cover or hide something completely.
Grumble (v)	complain about something in a bad-tempered way.
Disgorge (v)	release money or information unwillingly under pressure.
Incantations (n)	a series of words said as magic spell.
Haggling (n)	Bargain over the cost of something.

3.2.1. Vocabulary

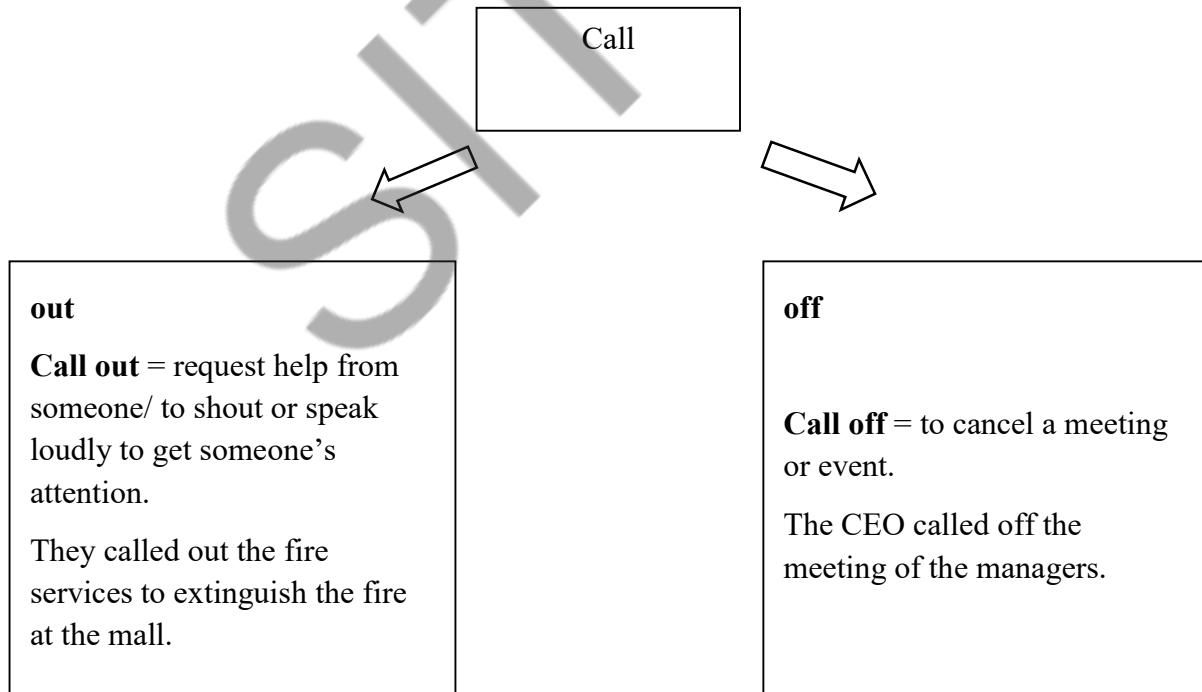
Look at the italicized words in the sentences. They indicate action but are different from the usual verb forms. They are called phrasal verbs.

You can't *get out of* it now. (to avoid doing something)

The nuts-vendor *blew out* his flare and rose to go home. (to extinguish a flame by breath or wind)

He *picked up* his paraphernalia. (to lift something from a surface)

Phrasal verbs are phrases that indicate actions. They are generally used in spoken English and informal texts. Phrasal verbs are made up of a verb and a particle (preposition/adverb) or sometimes two particles. The particle often changes the meaning of the verb. Look at the flowchart below.



More examples of phrasal verbs are given in the table below:

Phrasal verb	Meaning	Example
look for	search	Kevin is looking for his old files in the cupboard.
look up	to try to find a piece of information by looking in a book or article.	Govind looked up in the manual the procedure to fix the machine.
look forward to	await eagerly	Navya is looking forward to receiving the appointment letter from A & C Logistics Pvt Ltd.
back out	withdraw from a commitment	Raju backed out of the deal at the last moment.
back up	support	I will back you up if you want to start a business.

3.2.2 In the following passage, phrasal verbs are italicized. Write down their meanings with the help of a dictionary.



When you begin to use a computer, you must *hook up* wire cables and *power it up*. Some computers take a long time to *boot up*. Once started, we click on the icon to run a programme. After opening a programme we choose commands, from a menu, stored in a *drop-down* bar near the top of the screen. Then we *scroll up* or *down* to read a page. If we want to save some data for further use in the future and to protect it from damage during upgrades, we must *back up* those files. If we store many large files on our computer, we may *run out* of room and in such situations, an extra hard drive will be of help. When we use passwords to protect our files, we must take caution against hackers. Hacking can make computer systems *break down* as the hacker can *wipe out* all the information on a computer system. When we decide to end the work for the time being, we can *click on* the menu to *shut down* and *turn off* the device.

Phrasal verb	Meaning

3.2.3. In the creation of new words, we use *prefixes and suffixes*. They are letters or groups of letters, added to the beginning or end of a word.

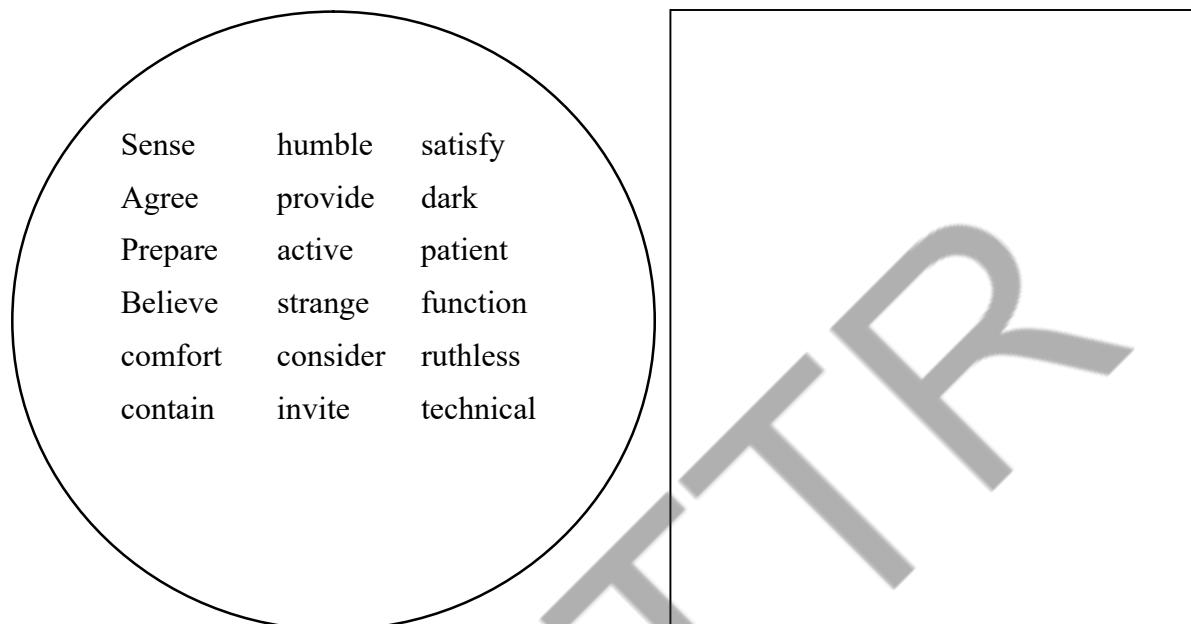
A prefix is added to the beginning of the base (like → dislike), whereas a suffix is added to the end of the base (work → worker).

The most common

prefixes are: un-, non-, in-, re-, dis-, mal-

suffixes are: -ation, -ity, -er, -ness, -ment, -sion -ory, -ly, -able, -less

Write down in the box given, the noun forms of the words by adding appropriate prefix or suffix.



Fill up the blanks by adding appropriate suffixes or prefixes to the words given in brackets.

- The manager expressed his (satisfy) in the new project.
- The Purchase Officer signed the new..... (agree).
- The company made sufficient (prepare) for the launch of the new product.
- Some of the people complained of(comfort) after vaccination.

3.2.4 Find out the names of the branches of study mentioned below.

- The scientific study of the universe and the objects in it, including stars, planets, nebulae and galaxies.
- The study of the movements of the planets, sun, moon and stars in the belief that these movements can influence people's lives.

3.2.5 “He sensed a possible client” Client means a customer or someone who receives services.

“You call yourself an astrologer?” An astrologer is a person who uses astrology to tell his clients about their character, future etc.

In a company or institution, people have different designations (an official name, description, or title) according to the nature of their duty or what they do.

Match the following people against their description.

Supervisor	one who puts together or installs machinery, engine parts or other equipment.
Draughtsman	one who shapes or fashions objects on lathe.
Fitter	one who makes detailed technical plans or drawings
Turner	one who supervises workers or work done by others.
Plumber	one who installs and maintains electrical equipment
Electrician	one who fits and repairs the pipes, fittings, and other apparatus of water supply, sanitation, or heating system.
Assembler	one who joins melted metals.
Brazer	one who assembles machines or their parts.
Automation Technician	one who is in- charge of installing, transferring and maintaining equipment used in multiple industries.
Millwright	one who repairs and maintains the computer- controlled systems and robotic devices used within industrial or commercial facilities.

3.3. Understanding the Text

- 1) Read the following sentence and tick the correct answer.

The stranger consults the astrologer because he wants to...

- a) know his future
- b) make some money
- c) get the answer to a specific question

- 2) Why did the astrologer pick up his paraphernalia and plan to pack up for the day?
- 3) “This pact was accepted”. What is the pact referred to here?
- 4) The client that night was different from his usual clients. Do you agree with this statement? Why?
- 6) Rearrange the given sentences logically.
 - a) The stranger first refused to listen to him.
 - b) The astrologer was about to pack up his paraphernalia.
 - c) He noticed a man standing before him.
 - d) The astrologer demanded one rupee.
 - e) The deal was finalized.
 - f) The stranger offered 8 annas.
 - g) He wanted to know whether he would succeed in his present search.
 - h) The astrologer offered to predict his future.
 - i) Then he threw a challenge.

3.3.1 After meeting the stranger, the astrologer went home. ‘You look worried. What is wrong?’ His wife asked the astrologer when he reached home. What might be the possible reason for his worry? Do you think he lost his money in the challenge? If yes, how? If not, what else?

The astrologer said, ‘You were left for dead. Am I right?’

‘Ah, tell me more.’

‘A knife has passed through you once?’ said the astrologer.

‘Good fellow!’ He bared his chest to show the scar. ‘What else?’

‘And then you were pushed into a well nearby in the field. You were left for dead.’

‘I should have been dead if some passer-by had not chanced to peep into the well,’ exclaimed the other, overwhelmed by enthusiasm. ‘When shall I get at him?’ he asked, clenching his fist.

'In the next world,' answered the astrologer. 'He died four months ago in a far-off town. You will never see any more of him.' The other groaned on hearing it.

The astrologer proceeded. 'Guru Nayak'

'You know my name!' the other said, taken aback.

'As I know all other things. Guru Nayak, listen carefully to what I have to say. Your village is two days' journey due north of this town. Take the next train and be gone. I see once again great danger to your life if you go from home.' He took out a pinch of sacred ash and held it out to him. 'Rub it on your forehead and go home. Never travel southward again, and you will live to be a hundred.' 'Why should I leave home again?' the other said reflectively. 'I was only going away now and then to look for him and to choke out his life if I met him.' He shook his head regretfully. 'He has escaped my hands. I hope at least he died as he deserved.' 'Yes,' said the astrologer. 'He was crushed under a lorry.' The other looked gratified to hear it.

The place was deserted by the time the astrologer picked up his articles and put them into his bag. The green shaft was also gone, leaving the place in darkness and silence. The stranger had gone off into the night, after giving the astrologer a handful of coins. It was nearly midnight when the astrologer reached home. His wife was waiting for him at the door and demanded an explanation. He flung the coins at her and said, 'Count them. One man gave all that.' 'Twelve and a half annas,' she said, counting. She was overjoyed. 'I can buy some jaggery and coconut tomorrow. The child has been asking for sweets for so many days now. I will prepare some nice stuff for her.' 'The swine has cheated me! He promised me a rupee,' said the astrologer. She looked up at him. 'You look worried. What is wrong?' 'Nothing.' After dinner, sitting on the *pyol*, he told her, 'Do you know a great load is gone from me today? I thought I had the blood of a man on my hands all these years. That was the reason why I ran away from home, settled here and married you. He is alive.' She gasped. 'You tried to kill!' 'Yes, in our village, when I was a silly youngster. We drank, gambled and quarreled badly one day—why think of it now? Time to sleep,' he said, yawning, and stretched himself on the *pyol*.

Glossary:

Clenching (v) - grasping tightly and firmly

Reflectively (adv) - in a way that shows somebody is thinking deeply about something.

Regretfully (adv) - in a way that shows you feel sorry about something.

Flung (v) - threw forcefully.

Gasped (v) - said something while catching one's breath.

3.3.2 Vocabulary

- 1) "You were pushed into a nearby well in the field". Here **well** means a deep pit or hole sunk into the ground for water.

Find out alternate meanings of the word 'well'

Well is an example of a homonym.

Homonyms are words with the same spelling and pronunciation but different in meaning.

Collect some more homonyms and write them down in a chart.

Homophones are words having the same pronunciation but different spelling and meaning.

2)

The camels are crossing the desert.

Don't desert me.

*Write down the meanings of **desert** in the above sentences.*

.....
.....

*What is the meaning of **dessert** then?*

.....

Click the link or QR code given below to learn some common homophones in English: <https://www.youtube.com/watch?v=6gHpjDQRUnc>



- 3) I am deeply gratified that you will be able to come for the inauguration of our new company.

Which of the three options can best replace the underlined word.

(delighted, depressed, dejected)

- 3) “Take the next train”.

“Rub it on your forehead”.

These are instructions given by the astrologer to Guru Nayak. Note that both sentences begin with a verb (action). Here the subject (doer of the action) is only implied.

3.3.3 Types of Sentences:

Functionally, sentences are of four types.

Assertive sentence expresses an opinion, a feeling, an idea or describes things and ends with a period(full-stop).

E.g. *I am a plumber.*

He is a good engineer.

The boiler will be installed tomorrow.

Interrogative sentence asks a question and ends with a question mark.

E.g. *When are you going to submit the new project?*

Do you clean this machine?

Imperative sentence is a request or a command. It usually ends with a full stop.

E.g. Please hand me the hammer.

Tighten that screw.

Exclamatory sentence expresses an overflow of emotions and ends with an exclamation mark.

E.g. What a day it was!

Alas, we lost!

When you instruct, advise, order or request you begin the sentence with a verb. Such sentences are called **Imperatives**.

Imagine you are in charge of the Electrical lab of your college. Write down three instructions to be followed in the lab.

- a)
- b)
- c)

3.3.4 Understanding the Text

- 1) Guru Nayak was not able to recognize the astrologer. Why?
.....

- 2) Why does the astrologer advise Guru Nayak to go home immediately?
.....

- 3) Did astrology come to the rescue of the astrologer? If not, what else saved his life?
.....

- 4) Why did the astrologer think that he had committed a murder?
.....

- 5) “Do you know a great load is gone from me today? I thought I had the blood of a man on my hands all these years.” What does this say about his character?
.....

3.4 Extended Activity

- 1) Irony means a situation or statement characterized by a significant difference between what is expected and what happens, or between what is understood and what is meant. Find out examples of irony from the story.
-

- 2) Justify the title of the story *An Astrologer's Day*.
-

- 3) Write an alternative ending to the story.
-

- 4) Rewrite the story from Guru Nayak's perspective.
-

- 5) What are the different themes dealt with in the story?
-

- 6) Discuss with your friends and prepare a digital poster on the eradication of superstitions from our society.
-

- 8) Make a list of the Indian English words in the story. Example *anna*.
-

3.5 OCR

Astrologers believe that it is possible to read any person like a book through physiognomy or face reading. Physiognomy refers to reading the faces of people to understand their character and destiny. We have seen that the astrologer makes his prediction by reading the face and converting them into a narrative. In the modern world, OCR (Optical Character Recognition) technology is used to recognize text inside images, such as scanned documents and photos. It is used to convert any kind of image containing written text i.e. typed, handwritten or printed into machine-readable text data.

Let us read an article on OCR.

Optical Character Recognition

Optical character recognition or optical character reader (OCR) is the electronic or mechanical conversion of images of typed, handwritten or printed text into machine-encoded text, whether from a scanned document, a photo of a document, a scene-photo (for example the text on signs and billboards in a landscape photo) or from subtitle text superimposed on an image (for example: from a television broadcast).

OCR is a highly beneficial technology in the fast world that we live in. Widely used as a form of data entry from printed paper data records – whether passport documents, invoices, bank statements, computerized receipts, business cards, mail, printouts of static-data, or any suitable documentation – it is a common method of digitizing printed texts so that they can be electronically edited, searched, stored more compactly, displayed on-line, and used in machine processes such as cognitive computing, machine translation, (extracted) text-to-speech, key data and text mining. OCR is a field of research in pattern recognition, artificial intelligence and computer vision.

Early versions needed to be trained with images of each character and worked on one font at a time. Advanced systems capable of producing a high degree of recognition accuracy for most fonts are now common, and with support for a variety of digital image file format inputs. The latest OCR systems are capable of reproducing formatted output that closely approximates the original page including images, columns, and other non-textual components.

OCR is generally an "offline" process, which analyses a static document. There are cloud-based services which provide an online OCR API (Application Programming Interface) service. Handwriting movement analysis can be used as input to handwriting recognition. Instead of merely using the shapes of glyphs and words, this technique can capture motions, such as the order in which segments are drawn, the direction, and the pattern of putting the pen down and lifting it. This additional information can make the end-to-end process more accurate. This technology is also known as "on-line character recognition", "dynamic character recognition", "real-time character recognition", and "intelligent character recognition".

After reading the passage, try to answer the questions given below:

1. What is the benefit of using OCR?

.....

2. What is the capability of the latest OCR systems?

.....

3. How does OCR analyse handwriting?
-

4. Prepare a note on OCR in the format already learnt.

Optical Character Recognition

1. OCR
 - 1.1 Electronic or mechanical conversion of images
 - 1.2 Machine - encoded text.
 - 1.1.1 of typed, handwritten or printed text
 - 1.2.1 from a scanned document, photo document scene photo, subtitle text
2.
- 2.1.....
- 2.1.1
- 2.2
- 2.2.1
3.

3.5.1 Look at the object and answer the following.

Technical description is used to name, define, describe and illustrate an object.

1. What is the use of an electric kettle?
-

2. Write down the parts of this object.
-



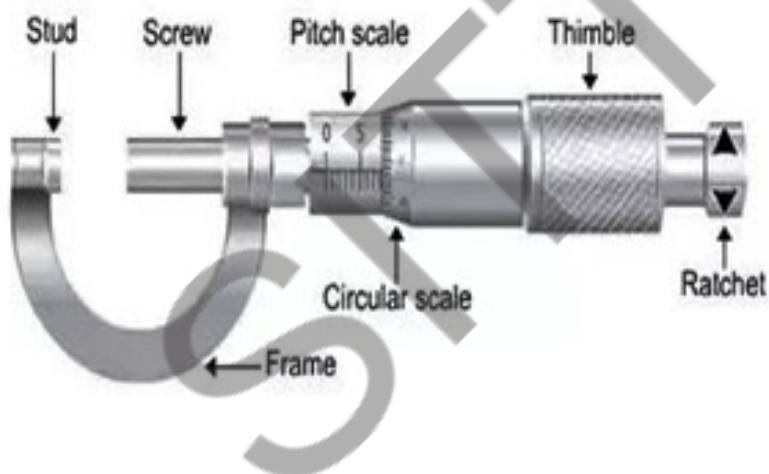
3. Which materials are used to make the kettle?
-

4. Identify the shape of the parts.
-

Now read the following passage.

An electric Kettle is a household appliance that has a self-contained heating unit for boiling water. The kettle is made of stainless steel and plastic. It consists of six main parts: a container, a handle, an electrical cord, heating element, an on/off switch and a base. The container is made up of stainless steel and is cylindrical in shape. It carries 1.5 liters of water. It is 120 cm in height and 220 cm in width. A triangular shaped spout is attached to the container for easy flow of water. The handle is heat resistant plastic with comfortable grip and is attached directly to the container on the side. The concealed heating element ensures durability and safety. The base is flat and circular. The detachable base contains the power cord which is 0.75 m long and facilitates 360-degree movement. The smart indicator light alerts whether the kettle is on or off. It consumes 1000W of electricity when in use. After boiling water the kettle can be detached from its base. The safety features automatically switch off the appliance once the water has reached its highest boiling point.

3.5.2 Study the picture, read the description and fill in the table.

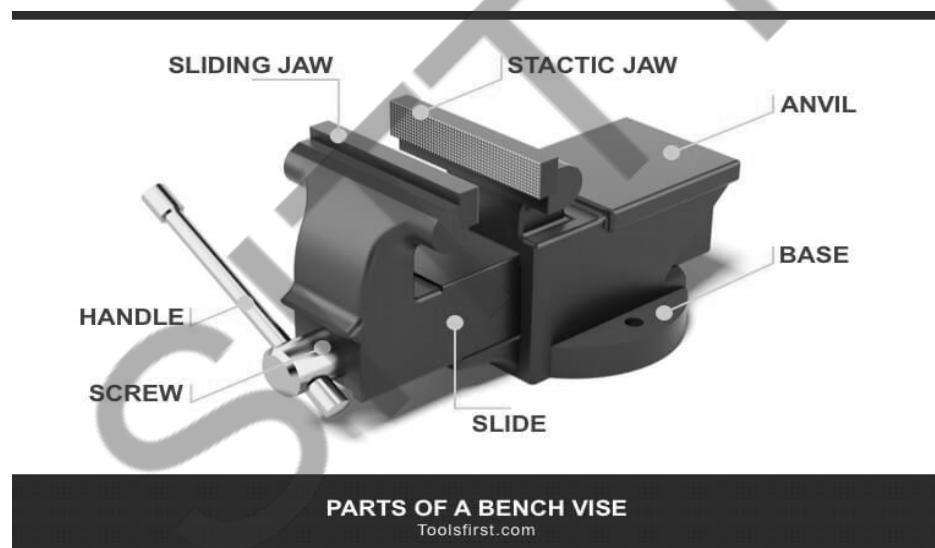


Screw gauge is a mechanical tool used for measuring the diameter or radius or thickness of a thin wire or thickness of a thin metal sheet with utmost accuracy. Generally, gunmetal is used for making a screw gauge. This tool consists of mainly a U-shaped frame and a spindle or screw attached to the thimble. There are two scales used. One is the Pitch scale, which is the main scale and is engraved on the barrel with vertical lines. The other one is the Circular Scale which is engraved horizontally on the thimble. The Pitch scale measures the distance travelled by the spindle per revolution in millimeter.

Fill up the following table now.

Function	
Appearance	
Parts	
Materials	
Shape and size	
Additional information	

3.5.3 Complete the description of the object with the help of the hints and table given below.



Base : Part that holds everything together.

The Jaw : Clamps everything in place.

Main screw : The component that rotates and moves the sliding jaw open or closed.

The Anvil : A place to do light shaping of materials.

Handle : Is a lever. Rotatory motion is converted to linear motion.

Slide : Moves and applies pressure to the objects when the handle is turned.

Definition	It is a .../ It is used to...
Parts	It has...../ It consists of.../ It is made up of.... It is composed of.... / Its parts are...
Materials	Wooden/metallic/cement etc.
Shape	It is rectangular/oval/conical, U/S shaped etc.
Size	Small/big /long/short/width/height/ area etc.
Measurement	3"x6'...cm wide/2foot long etc.
Position	Projecting/raised from/slanting/vertical/lying... etc.
Colour	Blue/white/silver/metallic
Texture of surface	Smooth/uneven/ sandy etc.
Physical properties	Dry /wet/ hollow/fragile/brittle/ etc.
Connection between parts	Attached/joined/connected/fixed/fitted etc.

A bench vise is a mechanical apparatus used to secure an object that is to be worked on. Most often the material used to make this apparatus is metal. It consists of

.....

.....

.....

.....

.....

.....

3.6 Do you know how sanitisers are made? Let us read the process of making sanitisers. Read the paragraph given below on sanitisers and answer the questions that follow in a sentence.

Sanitisers are gels that contain alcohol in order to kill the germs present on the skin. It is believed that Lupe Hernandez invented the sanitizer gel. We use sanitisers for many purposes. They are mainly used to sanitise hands and surfaces. Air sanitisers are sprayed to remove germs and viruses from the air around. It is made by mixing water and carbopol, until it forms a viscous gel. To obtain a conglomerate-free mixture, it is ensured that aeration is prevented during mixing. Alcohol is then added in the second phase of mixing until the mixture forms a uniform product. Initially, the alcohol has a 96% concentration. Mixing it with the other ingredients dilutes it to 70% to 80% concentration. After this, Triethanolamine is added to obtain the right PH of the solution, so that it does not irritate the skin.

A process is a series of events, one taking place after the other. A process description is a general description of how a process happens. They are not commands to do things.

1. What are air sanitisers used for?

.....

2. Which are the two ingredients mixed to make sanitizer?

.....

3. What is added so that the gel won't irritate the skin?

.....

4. Why do you think the doer of the action is not mentioned in the paragraph?

.....

5. Write down the verb forms used in the paragraph.

- | | |
|-----------------------|---------|
| 1 ...is believed..... | 2 |
| 3 | 4 |
| 5 | 6 |

Did you notice?

Most of the verbs used in the paragraph are in the form *be+ past participle of the verb*. These are passive verbs

Passive voice is used:

- When the agent is unknown or irrelevant.
- To emphasise the action rather than the doer of the action.

We commonly see passive voice in:

- **Newspaper reports**
- **Formal notices**
- **Scientific/Technical writing like reports, process/material description and so on**

Why do you think passive voice is used here?



3.6.1 Read the following passage on animation and fill in the table below.

Animation is a method in which figures are manipulated to appear as moving images. In traditional animation, the artists draw or paint the images by hand on transparent celluloid sheets. Today, most animations are made with computer-generated imagery (CGI).



Computer animation can be very detailed 3D animation, while we use 2D Computer Animation for stylistic reasons, low bandwidth, or faster real-time renderings.

Commonly, the effect of animation is achieved by a rapid succession of sequential images that minimally differ from each other. The illusion—as in motion pictures in general—is thought to rely on the phi phenomenon and beta movement, but the exact causes are still uncertain. Television and video are popular electronic animation media that originally were analog and now operate digitally. For display on the computer, techniques like animated GIF and Flash animation were developed. Animation is widely used today in video games, motion graphics, user interfaces and visual effects.



3.6.2 Pick out from the passage the base forms and passive verb forms used and write them down in the table below. An example of each has been given to help you.

Base form	Passive form
Is	
	are manipulated

3.6.3 Complete the following sentences using the correct form of the passive verb.

1. A diode

1. Makes
2. Is made

 by joining two equally doped P type and N type semiconductor material.
2. The first handheld cellular mobile phone

1. was invented
2. is invented

 by John F. Mitchell and *Martin Cooper* of Motorola.
3. Iron

1. using
2. is used

 as a catalyst in the process of Ammonia synthesis.
4. The order

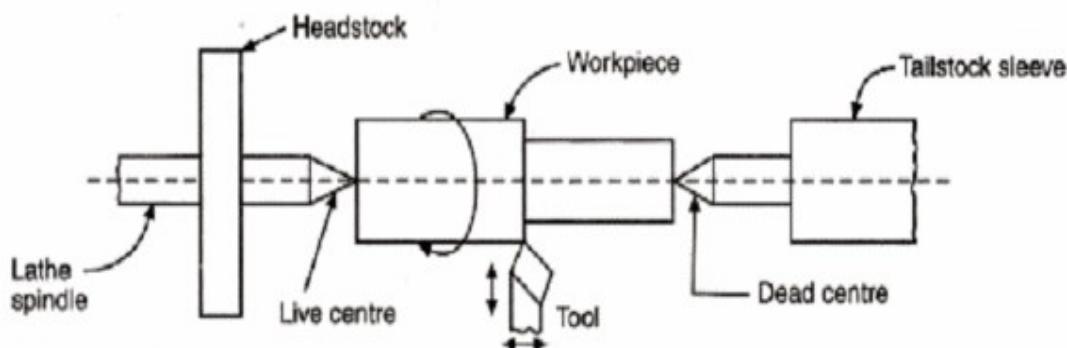
1. will be shipped
2. shipped
3. Invented

 in two days.
5. The machine

1. must
2. must be

 lubricated once every month.

3.6.4. The working of the lathe machine is given below. Fill in the blanks using the appropriate passive voice form of the verbs given in brackets. Don't forget to use the V3 form of the verb.



Lathe machine is one of the most important machine tools in use in the metal working industry. The prototype by David Wilkinson in 1794. The lathe machine..... to remove unwanted metals from the workpiece to give desired shape and size. The important parts are the workpiece and the faceplate. The workpiecebetween two rigid and strong supports called centers or in a chuck or face plate which revolves. The face plate or chuck on the machine spindle. The normal cutting operationswith the cutting tool fed either parallel or at right angles to the axis of work.

Use mount design perform hold

3.6.5 Shaping of Plastics

There are many ways of shaping plastics. Extrusion Blow Moulding (EBM) is one popularly used way of shaping plastics. It is used to make bottles. The following is the step by step process of how EBM is done. Read it and then complete the process description that follows.

- Melt and pour thermoplastic material into a hollow tube
- Close the mould
- Blow compressed air into the parison filling the mould
- Cool and crystallise the product
- Remove the product from the blow mould to avoid deformation.

Extrusion Blow Moulding is used to make plastic bottles. First the thermoplastic material is into a hollow tube. Then the mould After that The product is then Finally the product

3.6.6 The table below lists seven differences between a petrol engine and a diesel engine. Read them and prepare a paragraph in passive voice describing the differences.

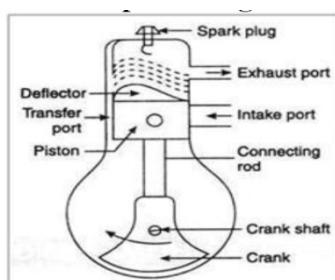
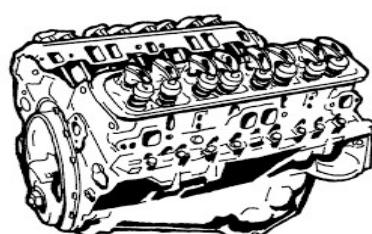


Fig. Two Stroke Petrol Engine



Diesel Engine

Don't forget to make use of appropriate linkers like however, while, although etc.

Sl. No	Petrol Engine	Diesel Engine
1	Light vehicles such as motorcycles and cars use this	Heavy vehicles such as trucks and buses use this
2	Nicolaus Otto invented it in 1876	Rudolf Diesel developed it in 1890
3	compresses fuel and air mixture together	does not compress fuel and air mixture together
4	uses highly volatile fuels	uses low volatile fuels
5	induces ignition by spark.	induces ignition by heat generated by compression of air
6	consumes less fuel	consumes more fuel
7	We inject air and fuel together	First we inject air. We then compress it. After that we add fuel.

Differences between Petrol Engine and Diesel Engine

Petrol Engine and Diesel Engine are different in many ways. Firstly petrol engines are used mainly in light vehicles such as motorcycles and cars whereas

.....

.....

.....

.....

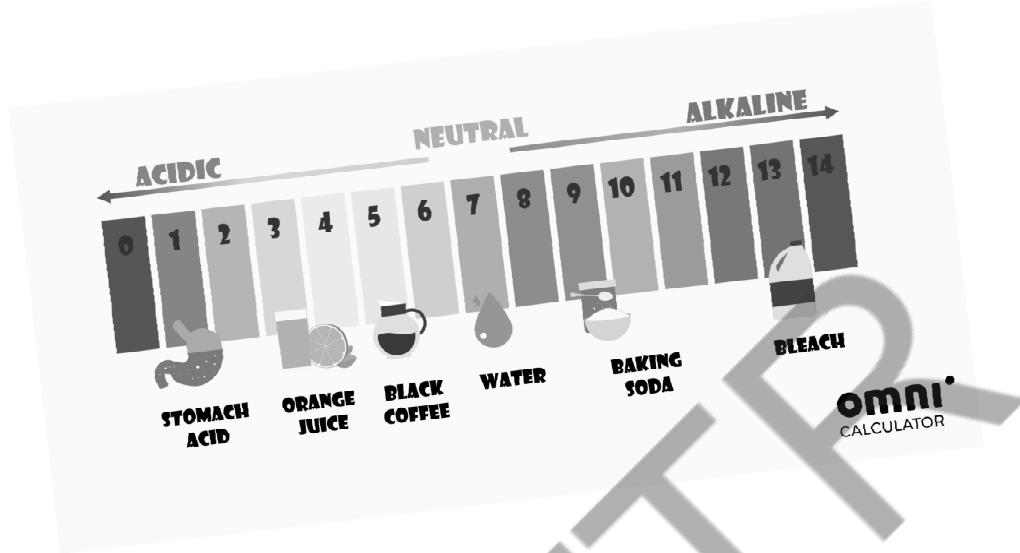
.....

.....

.....

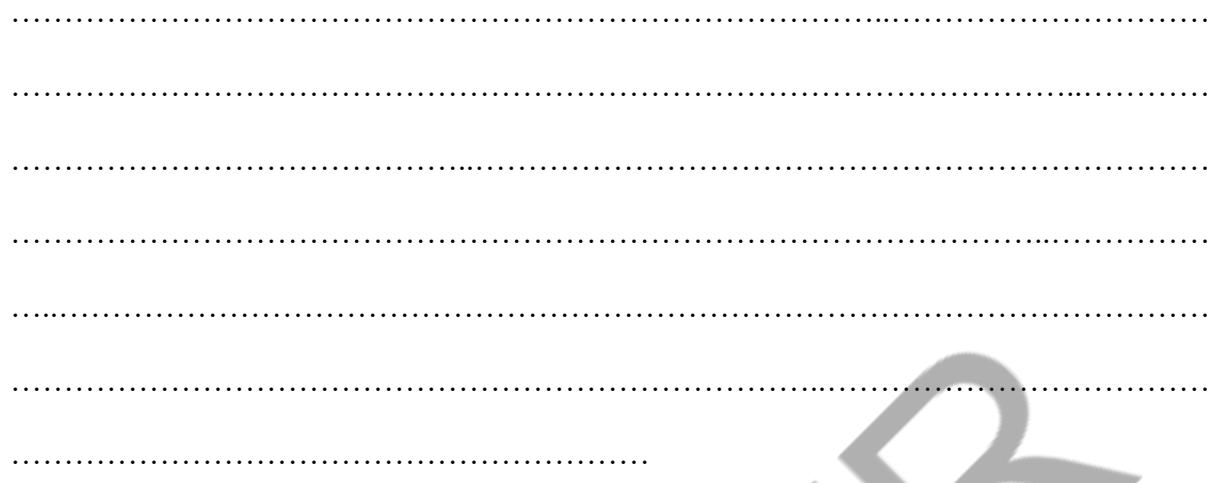
.....

3.6.7. Read the steps involved in recording the pH of water and describe the process in a paragraph. Note: Make appropriate use of passive voice and linkers.



- Calibrate the meter with buffers
 - Rinse the electrode and glassware with distilled or deionized water.
 - Measure 100 ml of the sample and place it in a 150 ml beaker.
 - Place the rinsed electrode in a test sample.
 - Stir the sample very gently, preferably with a magnetic stirrer
 - Take the reading within 3 to 5 minutes
 - Record the sample pH to the nearest 0.01 pH unit

First, the meter is calibrated with buffers.



3.6.8 Now that you have learnt to convert a sentence into passive let us take a step by step recap of how it is done.

Let us convert the following sentence into passive

Lupe Hernandez invented the sanitizer gel

Step 1 : Find the subject

E.g. Lupe Hernandez invented the sanitizer gel

Step 2 : Find the object

E.g. Lupe Hernandez invented the sanitizer gel

Step 3 : The object of the active voice becomes the subject of the passive voice. Hence the new subject of the passive voice sentence is.....

Step 4 : Identify the verb in the given sentence

E.g. Lupe Hernandez invented the sanitizer gel.

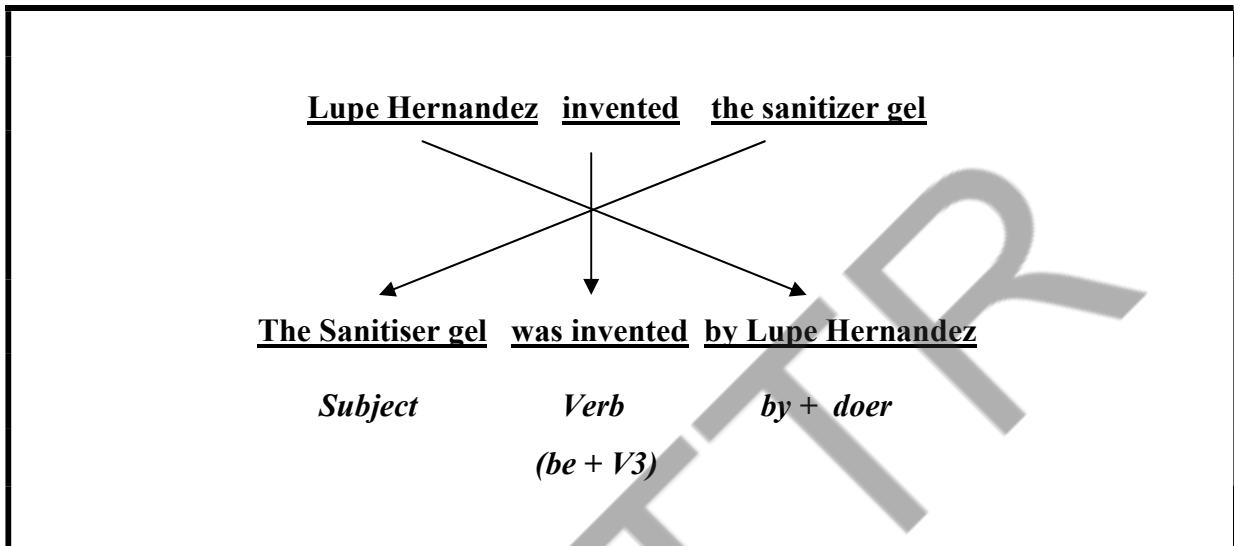
Step 5 : The verb in the passive voice is in the format ‘be + past participle (V3)’. The verb must agree with the new subject in number. The passive verb form of the new sentence is

Step 6 : The passive verb is followed by ‘by + doer of the action’ (subject of the original sentence).

Step 7 : Write down the new passive sentence in the format ‘New Subject + passive verb form + by + doer’

(Note : **by + doer can be avoided** if the doer is **unknown/ irrelevant or generally known**

e.g. The thief was arrested.)



Note the changes while we convert active sentences into passive.

Active Voice	Passive Voice
He/She writes the report	The report is written by him/her
I/ They /We write the reports	The reports are written by me/them/us
He/She is writing the report	The report is being written by him/her
They/We are writing the reports	The reports are being written by them/us
He/She has written the report	The report has been written by him/her
They/We have written the reports	The reports have been written by them/us
He/She wrote the report	The report was written by him/her
They/We wrote the reports	The reports were written by them/us
He/She was writing the report	The report was being written by him/her
They/We were writing the reports	The reports were being written by them/us
He/she had written the report	The report had been written by him/her
They/We had written the reports	The reports had been written by them/us

He/she will/can/should/must write the report	The report will be/ can be/ should be/ must be written by him/her
They/We will/can/should/must write the report	The reports will be/ can be/ should be/ must be written by them/us

3.6.9 Now I know!

Tick the points that you have understood well.

1. Doer/Agent is given importance in active voice whereas action is given importance in passive voice.
2. We use passive voice when the action is more important than the doer.
3. The verb in the passive voice is always in V3 form.
4. The passive verb pattern is be+ V3.
5. The passive verb must agree with the subject of the sentence in the passive voice.
6. The ‘by + doer’ can be omitted if the doer is irrelevant/ unknown or generally known.

3.7 Extended Activity:

- 1) Click on the links below for some interesting video lessons on passive voice.

<https://en.islcollective.com/video-less...?search?grammarfocus=542>

<https://eslvideo.com/category.php?catid=Passive%20Voice>

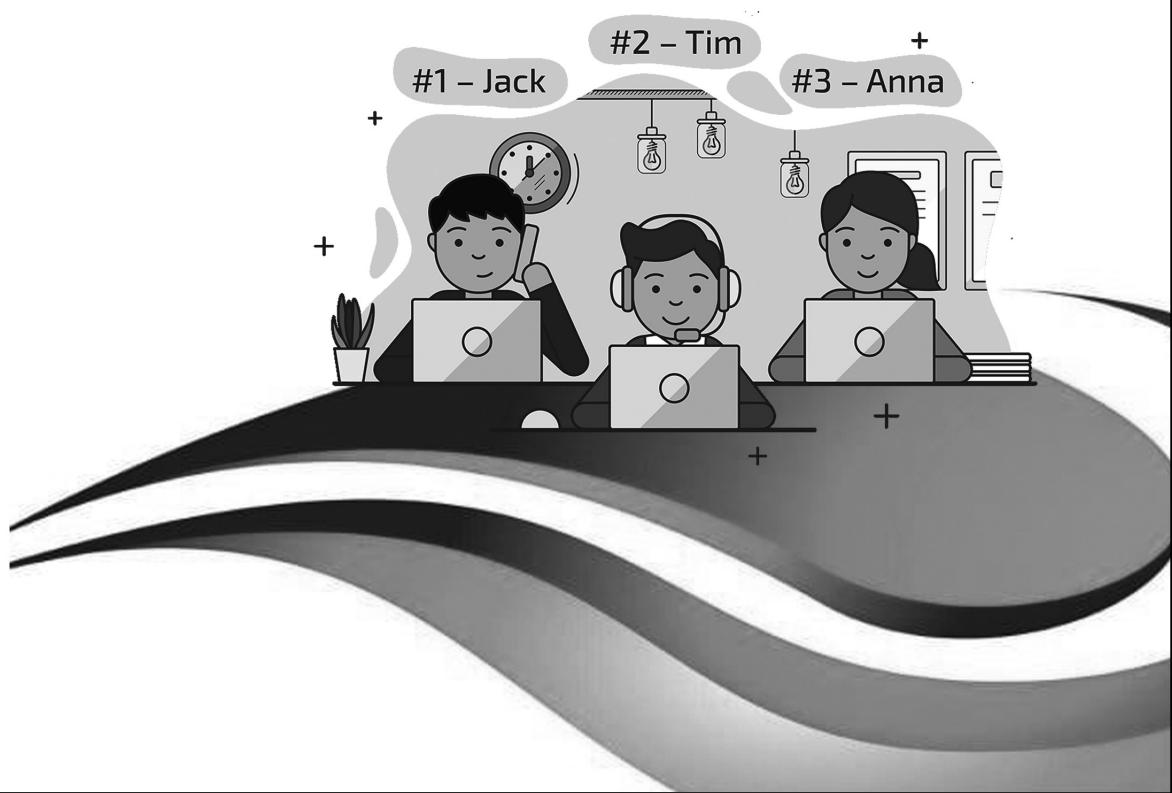


- 2) Describe the process of titration.
- 3) Describe in a paragraph the working of a machine of your choice.

Module IV

IVR

*The superstitious live in a virtual world and are distanced from reality.
Virtuality is conquered by IVR devices while being grounded in reality.*



NIGHT OF THE SCORPION

- Nissim Ezekiel

- 4.1 Read the statements given below and write down whether you agree or disagree with them in the 'Pre-reading column'. You need to fill in the 'Post-reading' column only after you finish reading the whole poem.

Pre-reading	Statements	Post-reading
	<ol style="list-style-type: none">1. Rituals are an unavoidable part of our lives2. Children are thought about as mostly naive and incapable of prompt action3. People living in villages care more about each other.4. Superstitions are unreasonable and dangerous5. Science is the solution to man's problems	



- Nissim Ezekiel

'*Night of the Scorpion*' is a poem by Nissim Ezekiel which tells us the story of a mother stung by a scorpion. Look at the underlined words in the poem and guess what the poem is all about.

4.2 Night of the Scorpion

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.
Parting with his poison - flash
of diabolic tail in the dark room -
he risked the rain again.
The peasants came like swarms of flies
and buzzed the name of God a hundred times
to paralyse the Evil One.
With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls
they searched for him; he was not found.
They clicked their tongues.
With every movement that the scorpion made
his poison moved in Mother's blood, they said.

May he sit still, they said
May the sins of your previous birth
be burned away tonight, they said.
May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of all evil

balanced in this unreal world
against the sum of good
become diminished by your pain.
May the poison purify your flesh
of desire, and your spirit of ambition,
they said, and they sat around
on the floor with my mother in the centre,
the peace of understanding on each face.
More candles, more lanterns, more neighbours,
more insects, and the endless rain.
My mother twisted through and through,
groaning on a mat.
My father, sceptic, rationalist,
trying every curse and blessing,
powder, mixture, herb and hybrid.
He even poured a little paraffin
upon the bitten toe and put a match to it.
I watched the flame feeding on my mother.
I watched the holy man perform his rites
to tame the poison with an incantation.
After twenty hours
it lost its sting.

My mother only said
Thank God the scorpion picked on me
And spared my children.

Glossary :

Diabolic(adj)	: evil, bad
Hybrid(n)	: a mix of two different things
Sceptic(adj)	: someone who questions or doubts popular opinions/beliefs
Incantation(n)	: spell, chant
Ambition(n)	: strong desire to achieve something
Rationalist(adj)	: one who trusts reason and knowledge rather than belief

4.2.1 Let us discuss:

I think the poem is about

.....
.....
.....
.....
.....

4.2.2 Understanding the poem:

1. Say whether the following statements are true or false.
 - a. The scorpion hid under a sack of rice.
 - b. Flies swarmed around their house.
 - c. The villagers found and killed the scorpion.
 - d. The holy man stopped the poison from spreading.
 - e. The father set the mother's bitten toe on fire.

2. Find out lines from the poem that mean the same as the statements given below.
 - a. The villagers were disappointed that they couldn't find the evil scorpion
.....
 - b. They sat peacefully accepting that the poison would purify the mother and that she deserved it.
.....
 - c. Hearing of the mother's plight, the villagers gathered at the house.
.....
 - d. To relieve the mother's pain, the father tried using different types of powder, mixture etc.
.....

- e. The mother got relief from pain after twenty hours.
-

- f. The father tried to burn the toe on which the mother was bitten.
-

- g. The child saw fire eating(burning) away his mother's toe.
-

3. Answer the following questions.

- a. Where is the poem set in?
-

- b. What is the figure of speech used in the line

"The peasants came like swarms of flies".

.....

- c. Why do you think the villagers searched for the 'evil one'?
-

- d. "They clicked their tongues"

"May he sit still, they said".

In these lines 'They' refers to

'He' refers to

- e. Does the father in the poem resort to superstition too? Is he successful in relieving her pain?
-
-

4.2.3 Extended Activity:

- What do the last lines tell us about the mother?

.....
.....
.....

- Pick out lines from the poem that employ alliteration.

.....
.....
.....

Alliteration is the repetition of identical initial consonant sounds within a group of words. It links words for effect. Example- the terrible tiger tore the towel.

- Point out the images used in the poem relating to religion, evil and darkness.

Imagery refers to the figurative language used by writers to appeal to the senses and to create images (creating pictures with words) in the mind of the reader. For e.g., flash of diabolic tail.

.....
.....

- What are the themes in the poem?

.....
.....

4.2.4 Complete the summary of 'Night of the Scorpion' with the help of the clues given in brackets.

The poet tells us the story of a child who could only watch in horror the incidents that take place after (night, mother, scorpion, sting). The superstitious and illiterate villagers come in large numbers, in spite of the rain, uttering God's name to stop the 'evil one'. They see the scorpion as symbolic of the Devil and the men search for it believing

that killing it would (stop, poison, spread). The women sit around the mother praying and hoping that her (pain, purify, past, sin, reduce, misfortune, future). They also believe that the poison will make her pure of body and soul. Though they have an understanding look on their faces they never really understand the pain she is in and do nothing to ease it. The father, who prides himself on being a sceptic and rationalist, behaves just like the superstitious villagers. He sets her bitten toe on fire when he sees that no (herb, hybrid, mixture, cure). We also see the holy man who (poison, control, incantation). None of them think of going to or getting a doctor to treat the mother. Instead, they resort to prayers, incantation, fire etc. In the end, after 20 agonising hours, the mother (recover, scorpion, sting). She is thankful that the scorpion stung her and spared her children.

4.2.5 Onomatopoeic words

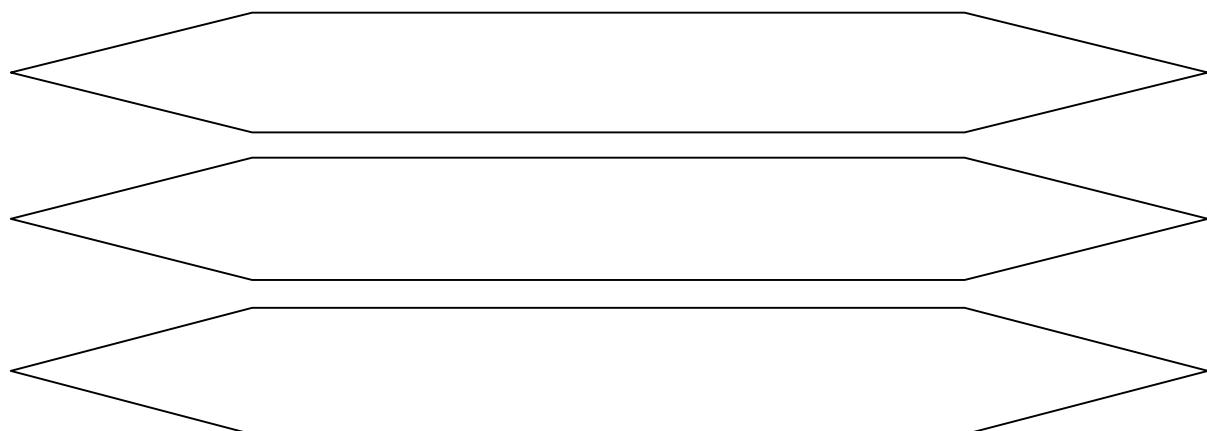
Words that imitate or resemble the sound that it describes are called **Onomatopoeic words**. For example, sizzle, beep and thud.

E.g., She gasped. 'You tried to kill!'(The Astrologer's Day)

Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet. (The Gift of the Magi)

"*The peasants came like swarms of flies
and buzzed the name of God*"

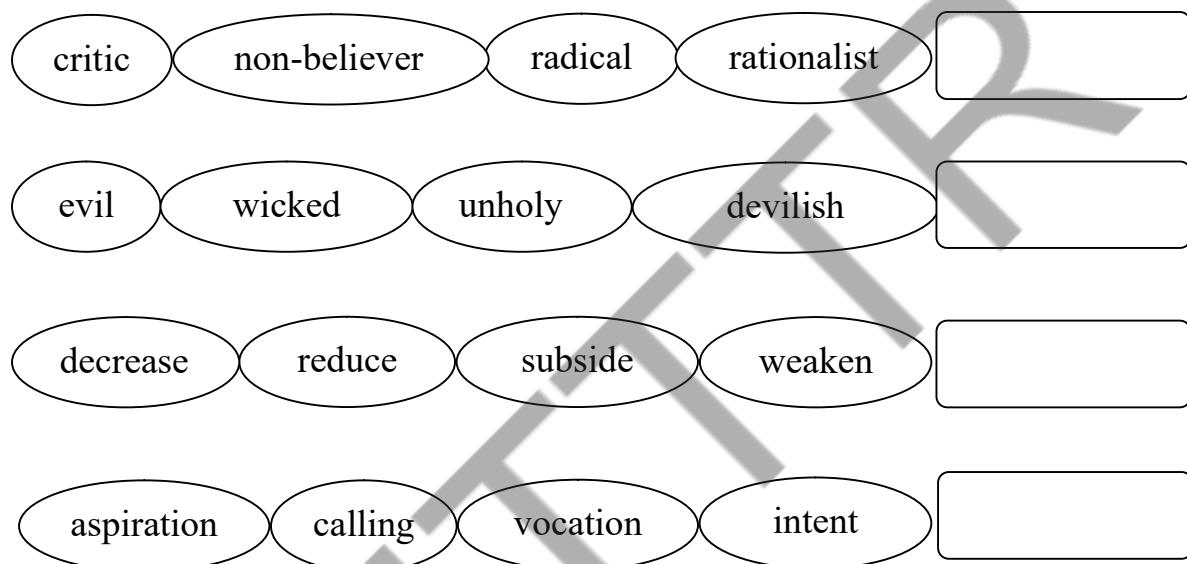
Pick out more lines from the poem that have onomatopoeic words.



Here are certain other examples of onomatopoeic words we might come across and need in real life. What do they resemble?

boom, crunch, fizz, tweet, whip, zoom, pop, hum, shuffle, bang, splash, smash, vroom, clink etc.

4.2.6 Look at the sets of words given below and pick out from the poem, words that are similar in meaning to them.



4.2.7 Sensory images are word pictures that relate to the five human senses, namely sight, sound, taste, touch and smell.

Given below are some lines from the poem that appeal to our different senses and evoke certain emotions in us. Categorise them under the different heads given below.

- a. '...my father pouring paraffin on the bitten toe'
- b. '...clicked their tongues'
- c. '...crawled beneath a sack of rice'
- d. '.... giant scorpion shadows....'
- e. '.... buzzed the name of God'
- f. '...watched the flame feeding on my mother'
- g. '.... twisted through and through groaning'

1. Visual (see)

.....
.....
.....

2. Tactile (touch)

.....
.....
.....

3. Auditory (hear)

.....
.....
.....

4. Emotions (feel)

.....
.....
.....

4.2.8 Given below are certain events from the poem but they are not in the right order. Arrange them in the right sequence.

1. Father tries to relieve the mother's pain by setting her bitten toe on fire.
2. The peasants come like 'swarms of flies'.
3. Mother feels relieved that the scorpion stung her and not her children.
4. The scorpion stings the mother.
5. The child watches the mother groaning with pain on the mat.

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.....
.....

4.2.9 Pick out the appropriate meaning of the words given in bold from the choices given and write it down in the space provided. You can also note down the clue words that helped you.

1. The grief of **parting** from one's family is too hard to bear. Nobody should have to go through it.

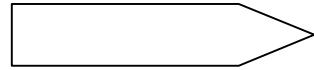
Part means separate, doubt, surprise, side



Clue words are

2. My aunt's funeral **rites** were over by the time I reached the cemetery and very few were left.

Rite means: document, curious, remark, ceremony



Clue words are

3. The use of certain drugs during surgeries **paralyze** the patient temporarily so that they won't move at all.

Paralyze means: teach, expand, render immobile, realize.



Clue words are

4. Protesters were **swarming** into the building like a herd of cattle.

Swarm means: swim, crowd, scare, defeat



Clue words are

- 4.2.10 Imagine the incident in the poem happening to you now. How different would the circumstances be today? Write down the events that would take place if your mother or grandmother is stung by a scorpion.**

.....
.....
.....
.....

- 4.2.11 Here is a link to the rendering of the poem.**

https://youtu.be/DYHTxJWy5_A

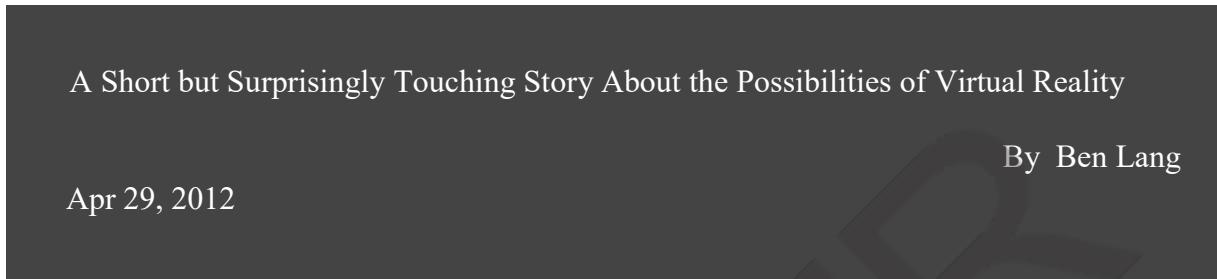


After listening to the poem, record yourself reciting it and **upload the video on flipgrid**.

- 4.2.12 Attempt an online quiz on the poem on Quizlet.**

4.3 ON A SERIOUS NOTE....

Here is a short but touching story about Virtual Reality written by Ben Lang. It throws light on how it is different from reality as we know it.



Jessen lays on his deathbed, his family surrounding him. His great great grandson lifts up the control and hands it over.

"It's your wedding day," he says with a smile.

Jessen touches the button and, once again, it's that glorious day 65 years ago. He looks down at his hands and they are young again. He hears a voice. Younger, softer, but unmistakable. A voice he hadn't heard in 14 years. A voice he'd only heard in his dreams since she died. He turns. She's just as beautiful as he remembered. Restored to youth, health, and happiness. Her face untouched by the pain of illness.

"I know it's bad luck but you were always useless with a tie," she says, smiling. He can smell her perfume. He can hear her dress rustling against the hardwood floor. From outside drift the voices of family and friends and people long dead. People are still alive here in this perfect memory. Her fingers deftly maneuver red silk. Over. Under. Around. Through. He can almost see himself in her eyes. So many years left to live... so much...

And in a distant hospital in a future she'll never know, an old man dies as a young man promises to love, honor, and cherish.

Discuss with your friends a few questions we need to confront as we step towards life-like virtual reality.

- a. How will our world change when virtual reality is so real that it is just as real to our brains as real life?
- b. Will we choose to live in a perfect virtual world instead of an imperfect real world?
- c. Is a perfect life afforded through virtual reality worth living?
- d. Will an escape into a perfect virtual world be seen as a cowardly escape from reality?

4.3.1 Read a scientific article on IVR:



Interactive Virtual Reality



Interactive Virtual Reality (IVR) puts us into a computer-generated reality – *replications* of actual places or fictional worlds – experienced through high-powered head mounted displays (HMDs). We have the ability to move around the environments and interact with them. In these experiences, ‘presence’ – the real magic of VR – is at its most powerful. The *perception* of being physically present in a non-physical world is an *incredibly* powerful sensation. Interactive VR (also known as real-time VR and true VR) is unlike any other medium of brand communication. Within these experiences, we are fully *immersed*, we truly ‘live’ the story we find ourselves in.

Interactive Virtual Reality production is commonly discussed as a means for revolutionizing gaming and entertainment in general. However, it is also increasingly able to provide remarkable marketing services due to IVR’s *unrivalled* capacity to build immersive environments from a brand’s vision and have audiences inhabit them. People are able to virtually experience a dream vehicle, a holiday resort or even spacewalking and decide on their choices.

Commissioning work from a virtual reality production company is an essential way for a brand to get at the forefront of the public imagination. Using IVR allows customers to view and interact with brands in a memorable way and from an entirely new perspective. It’s user-friendly and it doesn’t have to be conducted necessarily through special VR devices. YouTube and Facebook are both capable of displaying 4K resolution 360° which is rooted in VR video – so it can be accessible to anyone with a modern mobile device.



Currently, standard virtual reality systems use either virtual reality headsets or multi-projected environments to generate realistic images, sounds and other sensations that *simulate* a user's physical presence in a virtual environment. A person using virtual reality equipment is able to look around the artificial world, move around in it, and interact with virtual features or items. The effect is commonly created by VR headsets consisting of a head-mounted display with a small screen in front of the eyes, but can also be created through specially designed rooms with multiple large screens. Virtual reality typically *incorporates* auditory and video feedback, but may also allow other types of sensory modalities and force feedback through *haptic* technology.

4.3.2 Answer the questions given below:

1. Pick out from the italicized words in the passage, the ones which are similar in meaning to the sets of words below. The first has been done for you.

i Matchless
Unequalled
Unrivalled

ii Include Combine

iii Unbelievable Marvellous

iv Understanding Interpretation

v Mimic
Duplicate

vi Order
Employ

vii Reproduce
Copy

- ## 2. What is interactive about IVR?

.....
.....
.....

3. How is IVR useful in the field of marketing?

.....
.....
.....

4. Are special devices always required to experience virtual reality?

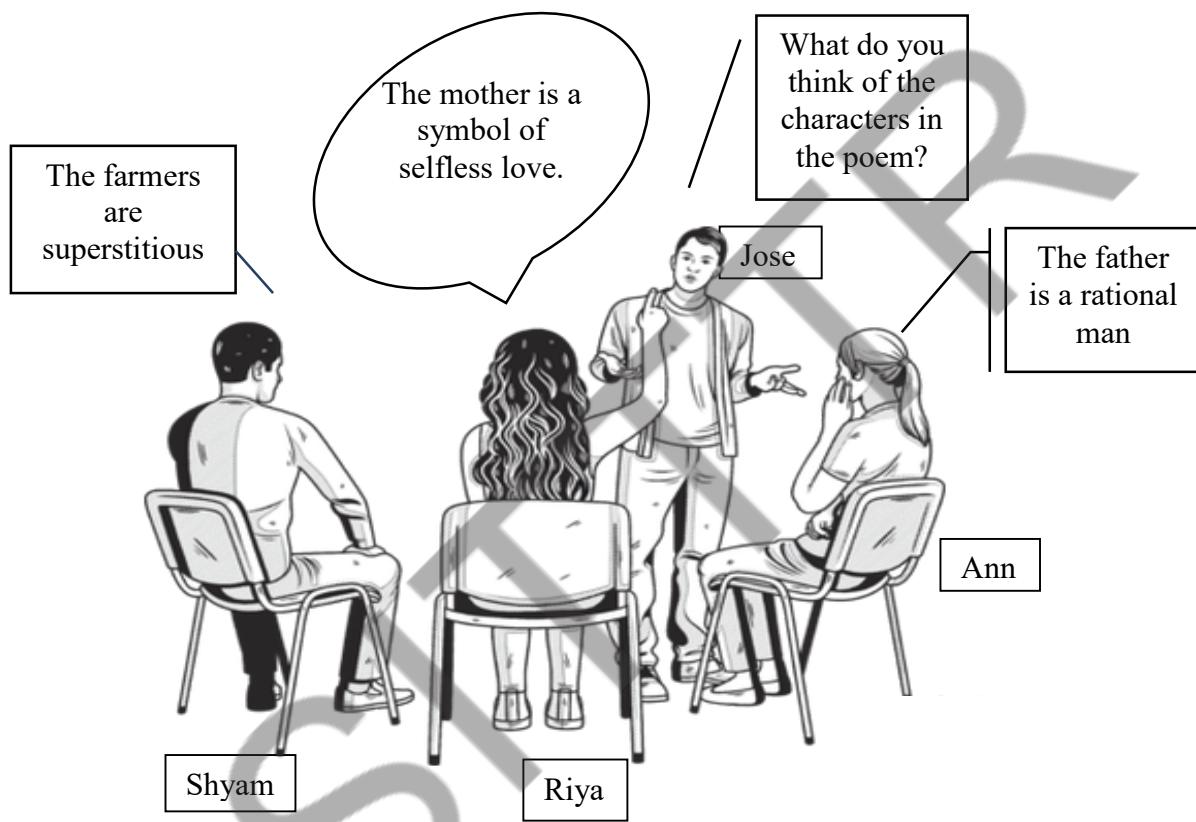
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5. Summarise the passage in the note form.

SIT
.....

4.4 Reported Speech

4.4.1 Study the picture below. Help Jose present before the class what each of his friends thought about the different characters in the poem ‘Night of the Scorpion’. You may make use of the help box given.

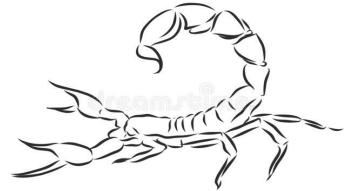


I asked my friends Shyam said that
Riya told us Ann felt that

- a) the farmers were superstitious.
- b) the father was a rational man
- c) what they thought about each character in the poem
- d) that the mother was a symbol of selfless love

4.4.2 Pick out from the options given, the correct way to report what each of these characters say.

1. The son said, “I remember the night my mother was stung by a scorpion”.



a) The son said that I remember the night my mother was stung by a scorpion.

b) The son said “he remembered the night his mother was stung by a scorpion.”

c) The son said that he remembered the night his mother was stung by a scorpion.

2. The farmers said to the mother, “The sins of your previous birth will be burned away tonight”.

a) The farmers said to the mother that the sins of your previous birth would be burned away tonight.

b) The farmers said to the mother that the sins of her previous birth would be burned away that night.

c) The farmers said to the mother that the sins of her previous birth would be burned away tonight.

3. The farmers asked, “Where is the scorpion?”

a) The farmers asked where the scorpion was

b) The farmers asked that where the scorpion was.

c) The farmers asked where was the scorpion.

4. The father said to the mother, “Please lie still”

a) The father said to the mother that please lie still.

b) The father requested the mother to lie still.

c) The father requested the mother to please lie still.

5. The father said to the farmers, “Don’t be superstitious”
 - a) The father asked the farmers not to be superstitious.
 - b) The father said to the farmers that they should not be superstitious.
 - c) The father said to the farmers don’t be superstitious.

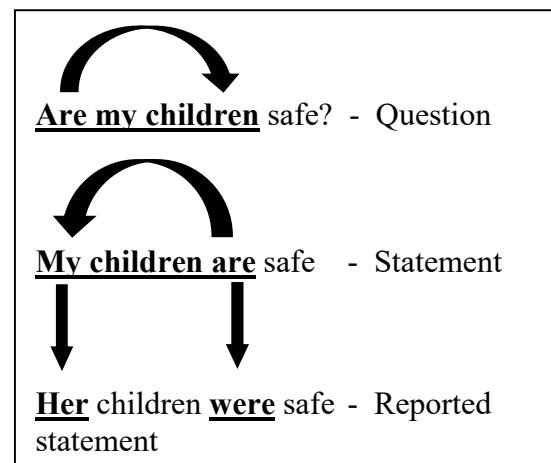
6. The mother asked, “Are my children safe?”
 - a) The mother asked were my children safe
 - b) The mother asked that if her children were safe
 - c) The mother asked if her children were safe.

Now I know:

Given below are the common rules of reported speech.

Read them and put a tick mark against those that you have understood well.

- Inverted commas and commas are removed.
- The connector ‘that’ is used to report statements (Assertives)
- The ‘Wh’ question word itself is the connector in ‘Wh’ questions (Interrogatives - starting with What, When, Why, Who, Where and How)
- If/ Whether is used as the connector to report Yes/No questions.
- To report a question, it is first converted into a statement.



- Requests/commands/suggestions/advice (Imperatives) are reported using the connector ‘to’
- ‘Do not’ becomes ‘not to’ in reported speech.

- We change the tense of the reported speech by moving it back one tense. For example the present simple goes back one tense to past simple, the present continuous becomes past continuous and so on. **This is called back shifting.**

E.g. – is → was

are → were

Has/have → had

- The pronouns change according to the context.
- Words showing nearness in time and space become words showing distance in time and space

E.g.: Tonight → that night

Now → then

Here → there

4.4.3 Complete the following sentences picking out the correct word from the options given.

1. The supervisor said

to
that

 the machine had to be repaired.
2. The customer asked

that
if

 the product could be delivered in two days.
3. The manager asked me

what
if

 I had checked the ball bearing unit.
4. I advised the customer

to
that

 apply the lubricant once in a week.
5. The mechanic asked the customer

if
to

 he had brought the car to the workshop.
5. The instructor advised us

not to
that

 leave running machinery unattended.

4.4.4 Report the following sentences correctly choosing the right option from the brackets.

1. The town planner said, “The place is suitable to build the shopping complex.”

The town planner said that the place(is/was) suitable to build the shopping complex.

2. The electrician said, “ The resistor has to be changed”

The electrician said that the resistor.....(has/had) to be changed.

3. I asked the customer, “ Can you come tomorrow?”

I asked the customer (if/that) he (can/could) come..... (the previous day/the next day).

4. Manoj said to Ram, “ I am going to the workshop now”

Manoj said to Ram that(he/she)(was going/were going/is going) to the workshop.....(now/then).

5. The mechanic asked Vishakh, “ How can I reach your home?”

The mechanic asked Vishakh how.....(could he/he could) reach(my/his) home.

6. Hari asked the client, “When should I come to check your refrigerator?”

Hari asked the client when (should he/he should) come to check (his/your) refrigerator.

4.4.5 Read the conversation between Manu and his friend regarding planer machines.

Manu : Sir, What is a planer machine?

Instructor : It is a machine used to create flat surfaces out of heavy objects.

Manu : Is it like a shaper?

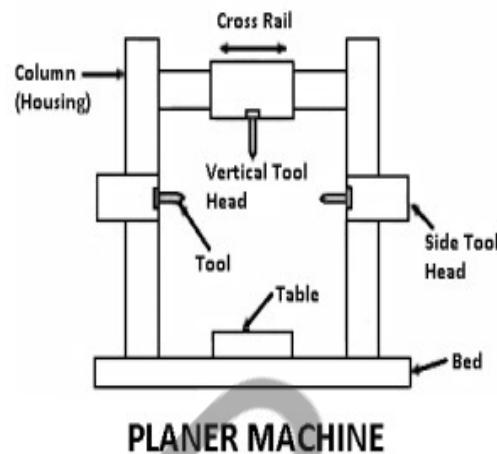
Instructor : It is, but larger in size.

Manu : What are its parts?

Instructor : It has a bed, worktable, column and cross rail.

Manu : I would like to operate it.

Instructor : You can but be careful when you do it.



Now try to complete the conversation reported below:

Manu asked his instructor what..... His instructor repliedused to make flat surfaces out of heavy objects. Manu then wanted to know..... like a shaper. The instructor said that but larger in size. Manu asked him what to which the instructor replied that it Manu said that he would like to operate it. The instructor told him that but advised him to be careful when he operated it.

4.4.6 Read what Joseph, an Engineering researcher interested in sustainable energy, has to say about his recent invention – a green energy power converter.

Reporter : Is Green energy power converter a new system?

Joseph : It is an innovative one.

Reporter : Where does it get the energy to power it?

Joseph : It accepts power simultaneously from different power sources. It then converts the power so that it can be used in the electrical grid system.

Reporter : Is there anyone else associated with this invention?

Joseph : My professor Juan Balda has helped me a lot.

Reporter : Congratulations on receiving the patent.

Joseph : Thank you.

Now report the conversation you read about green electrical energy to your friend.

.....
.....
.....
.....
.....
.....

Changes that occur in reported speech!

Connectors used	
Statements	That
Requests/ advice/suggestions	To
Do not	Not to
‘Wh-’ Questions (When/what/why/where/which/how)	The question word itself – when/what/why/where/which/ how
Yes /No questions	If/whether
General pronoun changes	
I	He/she
We	They
You	I/he/she/we/they

Tense - Back shifting	
Simple present E.g.: Is/am/are	Simple past Was/were
Present Continuous E.g.: is/am/are + verb +ing	Past Continuous E.g.: was/were + verb+ ing
Present Perfect Has/have	Past perfect Had
Past Tense E.g.: Saw drive	Past Perfect E.g.: had seen Had driven
Modals will/can/may/shall	Modals Would/could/ might/should
Changes in words showing distance and time:	
Now	Then
Here	There
This	That
Today	That day
Yesterday	Previous day
Last day/week/month/year	The previous day/week/month/year
Ago	Before
Tomorrow	The next day

4.4.7 Extended Activity:

1. Click the link given below for some interesting video lessons on reported speech

<https://en.islcollective.com/video-less...?grammarfocus=50>



2. Report an interview with a famous entrepreneur of your choice.
3. Report a conversation you had with a customer who wanted to know the details of the product your company manufactures.
4. Report a conversation with your client who wanted to know how he could place an order with your company (include details of the order and the mode of payment)

4.5 Agreeing and Disagreeing.

The peasants in the poem are quite superstitious. The father too is. Do you agree or disagree? Use the structures given below to justify your answer.

AGREEING	DISAGREEING
I agree	Absolutely not
I suppose/guess so	I don't think that is right
That/ It is true	I'm sorry but I can't agree with you
You are absolutely right	I beg to differ
No doubt about that	Not necessarily

4.5.1 Look at a few more structures and use them in a conversation with your friend on the best way to combat the spread of Covid-19. You may use as many as you want from the ones given below.

True enough

I'm not sure about that

That's right

I see things rather differently

I totally agree with you

I don't entirely agree with you

I feel the same

I'm afraid I disagree

That's a good point

I don't think so

Absolutely/Definitely/Exactly



4.6 Paragraph writing

Read a paragraph on Gadgets written by Nevin.

Gadgets

A gadget is an electronically simplified application or tool that has become an important part of modern life. We are so used to them that it is difficult to think of our daily chores without these machines. From the washing machine, the electrical chimney, the kitchen hob and the television to the smallest hair trimmer or the swiss army knife, these gadgets have invaded our households. Let's see how important they are to our lives. First, they increase our efficiency by increasing human productivity in terms of work and makes the world a better place to live in. Second, a single gadget can provide the functions of more than one product. Third, they help save space and are fun to use. For e.g.; ipods, music systems, video games etc. Furthermore they are always evolving since technology is challenging and sparks innovation and creativity. In short, gadgets not only make our lives easier but also help save money and time.



Did you know?

All paragraphs contain a topic sentence which is usually the first sentence of the paragraph. The main idea should be supported by further details such as reasons, examples, comparisons, contrasts, statistics and similar relevant information. The last sentence consolidates the idea presented in the paragraph.



See what chef Sentence has to say about cooking up a perfect paragraph.

Writing a paragraph is simple if you follow my recipe. If you add each ingredient in the right order and in the right measure you can sure cook up the perfect paragraph.

The Recipe

Topic Sentence

- Usually, the first sentence
- States the main idea.

1 Topic Sentence

2 to 3 Supporting details

1 Concluding sentence

Concluding Sentence

- Sums up the main idea presented in the paragraph

Supporting Details

- 3 – 5 sentences
- May include Examples, Comparisons, Contrasts, Statistics etc.

4.6.1 Talk to your partner and pick out the different elements of a good paragraph from the one given.

Impact of 'Drones' on our society

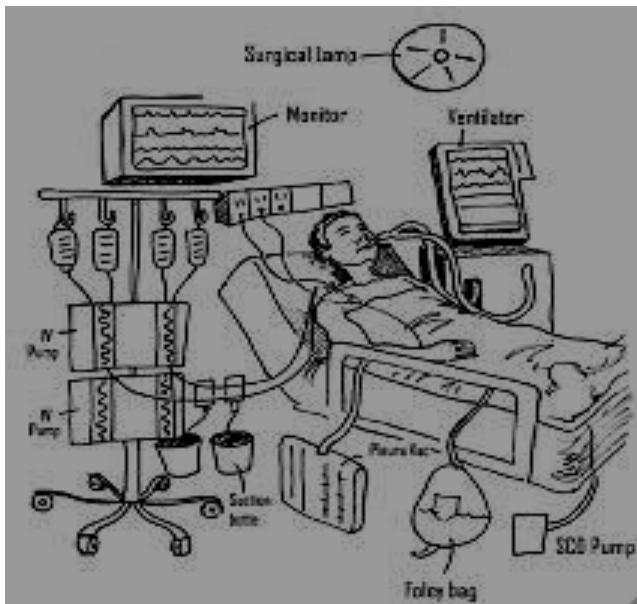
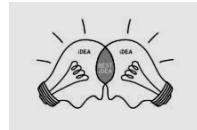
The impact of drones on our society is so overwhelming in that they now tackle everything from fighting wars to forecasting weather. Furthermore they also play a very dynamic role in disease control, vacuuming up ocean waste, emergency response, delivering medicines and food and much more. Initially drone technology was a child's plaything but from there it has moved on rapidly into every field, such as surveillance, defence, data collection, agriculture, delivery, transport etc. However, now as drones are easily accessible it is feared that many jobs will soon be displaced by drone technology. As such, a drone or a UAV



typically refers to a pilotless aircraft that operates through a combination of technology including computer vision, object avoidance technology, artificial intelligence and much more. But they can also be land or sea vehicles operating autonomously. To sum it up, drone technology will have a tremendous impact on our society with its wide range of functions from the simplest to the most complicated of tasks.

Title	
Topic Sentence	
Reason	
Idea	
Further details	
Re statement	
Conclusion	

4.6.2 Study the picture and discuss what it is about.



Choose an appropriate topic sentence for a paragraph on the obstacles in building affordable ventilators from the choices given below.

Cost overrun and labour shortage are the major reasons.

Building affordable ventilators is a challenge in India.

In conclusion the dream of building affordable ventilators can be realised only if these obstacles are overcome.

Why did you choose it?

- a. It is interesting
- b. It clearly states the topic
- c. It captures the reader's attention

In writing the supporting details, these hints might help you

- a. To speak about cause and effect, the following phrases can be used.

It causes.....

leads to.....

results in.....

produces.....

etc.

For e.g., Technological advancements lead to progress.

- b. A good paragraph should have ‘cohesion’. Cohesion means linking phrases/ sentences together so that the whole text is clear and readable. It is achieved by several methods.

- i. Use of appropriate linkers
- ii. Use of correct pronouns

Pronouns like these need to be used wherever necessary so that we can avoid repetitions and make our paragraph whole and sound.

he	I	ours
him	me	this
his	my	that
she	mine	these
her	they	those
hers	their	all
it	them	any
its	theirs	both
you	we	each
your	us	some
yours	our	many
who	both	other
whom	all	others
whose	what	both

Linkers help bring cohesiveness to the paragraph:

<u>ADDING</u> and also as well as moreover too furthermore additionally	<u>SEQUENCING</u> first, second, third... finally next meanwhile after then subsequently	<u>ILLUSTRATING</u> for example such as for instance in the case of as revealed by... illustrated by	<u>CAUSE and EFFECT</u> because so therefore thus consequently hence
<u>COMPARING</u> similarly likewise as with like equally <u>in the same way..</u>	<u>QUALIFYING</u> but however although unless except apart from as long as if	<u>CONTRASTING</u> whereas instead of alternatively otherwise <u>on the other hand..</u> conversely	<u>EMPHASISING</u> above all in particular especially significantly indeed notably

- c. When writing examples, you may use For example/ For instance/.... such as/ particularly/ especially etc.
- d. In writing supporting details we might have to compare two things or aspects.

Comparatives can be formed by adding -er (e.g.: greater, bigger) or ‘more’ to the adjective (e.g.: more expensive, more significant)

1. Indian brands arethan Chinese brands. (original)
2. The lab is to our house than the hospital. (close)
3. Self-driving cars are of moving safely than our present variants. (capable)
4. The rocket went than the intended distance. (high)
5. Bitcoin is a kind of digital currency than Ethereum. (popular)

- e. In writing a paragraph it's not advisable to use the same word repeatedly. We can use **synonyms** instead. A few examples of academic synonyms are given below.

NOUNS		VERBS	
Goal	Target	Reduce	Decrease
Study	Research	Achieve	Reach
Results	Findings	Alter	Change
Area	Field	Evaluate	Examine
Authority	Source	Claim	Suggest
Benefit	Advantage	Assist	Help
Category	Type	Attach	Join
Component	Part	Challenge	Question
Concept	Idea	Clarify	Explain
Behavior	Conduct	Collapse	Fall down
Controversy	Argument	Concentrate	Focus
Feeling	Emotion	Confine	Limit
Beliefs	Ethics	Show	Demonstrate
Expansion	Explanation	Found	Establish
Issue	Topic	Develop	Evolve
Method	System	Maintain	Insist
Option	Possibility	Predict	Forecast
Statistics	Figures	Prohibit	Ban
Framework	Structure	Retain	Keep
Trend	Tendency	Strengthen	Reinforce
		Accelerate	Speed up

4.6.3 Find synonyms for the words and phrases in italics.

1. Mr E Sreedharan took steps to *accelerate* work on the Kochi metro.

.....

2. There has been much *controversy* surrounding UFO sighting claims.

.....

3. Our company imports *parts* from Korea and assembles them in Gujarat.

.....

4. The new town plan *demonstrates* great environmental awareness.

.....

5. Gatherings have been *prohibited* under the present circumstances.

.....

6. Development has been *confined* to the urban areas.

.....

7. Present *figures* show a steep rise in Covid cases.

.....

8. None can *challenge* the originality of Rowling's writings.

.....

Quotes

While using someone else's ideas or words, we should put them in quotation marks.

E.g., "Whoever is happy will make others happy too", said Anne Frank.

Conclusion sums up the whole idea of the paragraph. While writing conclusions the following phrases are useful.

In short.....

To conclude.....

To sum up.....

4.6.4 Let's write a paragraph!



Self -driving cars are the future and there is much speculation going on about the advantages involved. Write a paragraph on 'Self-driving cars' following the steps one by one.

Step 1: Brainstorm (Individual activity)

Make sure you understand what you are writing about and come up with ideas associated with it. Write them down in the rays of the sun.



Step 2: Share Ideas

Once you are done with the idea, generate a discussion in your group and share your ideas with your friends. Collect ideas from your friends and add more points to the figure above.



Step 3: Write the Topic Sentence

Now let's try writing the topic sentence of your paragraph (stating the subject) - Self driving cars.

.....
.....
.....
.....

Step 4: Write Supporting Details

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.....
.....
.....
.....

Step 5: Write the concluding sentence

.....
.....
.....

Step 6: Edit your paragraph using the checklist given below.

- | | | |
|--|-----|----|
| • My paragraph has a Topic Sentence. | Yes | No |
| • The supporting details give more information about the topic sentence. | Yes | No |
| • My paragraph ends with a concluding sentence that sums up the idea of the paragraph. | Yes | No |
| • All my sentences begin with a capital letter and ends with a full stop. | Yes | No |
| • I have made sure that each sentence has subject verb agreement. | Yes | No |

Step 8: Share

- Read your paragraph in groups.
- Rewrite or edit the paragraph if necessary.
- Make a presentation before the class as per instructions of the teacher.



4.6.5 Extended Activity:

Write a paragraph on each of the topics given below.

1. Relevance of Cyber Security.
2. Utilisation of Solar Energy.
3. The Dangers of Virtual Space.
4. Uses of Artificial Intelligence.



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